



Simul autem et crescere luceat
Together we grow and shine

Fountain Head House School Special Educational Needs, Disability and Inclusion Policy

Review due	September 2026
Last review	September 2025
Reviewed by	Sue Clarke Assistant Headteacher - SENDCo
Approved by	Julie Smith Chair of the School Board

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FHHS Context

Fountain Head House School is a small independent school offering provision for up to 80 pupils in the age range 4 to 16 years (Early Years to Key Stage 4). All pupils at Fountain Head House School have Education, Health and Care Plans (EHCPs) with specific outcomes under the four areas of need (Communication and Interaction; Cognition and Learning; Sensory and Physical; Social; Emotional and Mental Health).

We believe that all children have the right to a high level of education which provides continuity and sequential progression taking into account pupils' starting points, individual strengths, talents and needs. The Fountain Head House School curriculum is planned to meet EHCP outcomes through adaptive approaches which take into consideration age and developmental appropriateness.

The Fountain Head House School curriculum model follows a therapeutic educational approach that promotes the development of Emotional Wellbeing, Cognitive Knowledge and Life Skills. It is acknowledged that pupils' past experiences both in school and life will influence their ability to engage in learning. It is, therefore, paramount to support pupils' emotional wellbeing as a foundation for learning as a whole.

Our curriculum offer is highly personalised to the needs of each pupil and delivered through our three Curriculum Pathways: Learning to Learn, Participating in Learning and Independent Learning. The teaching of English, Maths, Science, PSHE and PE sits at the core of each Curriculum Pathway. Each pupil enjoys a highly bespoke curriculum enriched through planned experiences of the wider curriculum including, where appropriate, Life Skills, Computing, Creative Learning (Music, Drama, Dance), Art & Design.

Our PSHE Curriculum is highly bespoke and we consider this one of the most important areas of learning for our pupils. The PSHE Curriculum encompasses RSHE and Safeguarding using the Brook framework and the PSHE Association framework.

At Fountain Head House School, we believe that high quality careers education and guidance is critical to our pupils' futures. Our curriculum has a well-defined programme of Information, Advice and Guidance (IAG) with focus on preparing our pupils for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and work/career management skills they need to achieve positive employment destinations. This helps our pupils to choose their pathways, improve their life opportunities and contribute to a productive and successful economy. Our approach to Careers covers all age groups across the school.

As we are a small school, our teaching staff know our children well and are, therefore, able to use not only the information gleaned from assessment results to influence teaching, but also to tap into interests and hobbies of our pupils to act as a catalyst to learning. Pupil learning will inform curriculum development and enable accurate and relevant setting of learning goals for each pupil.

Many of the pupils within our school will have gaps in their prior learning due to either frequent school or placement breakdowns, trauma, cognitive delay or mental health difficulties. Pupils may well have also experienced negative attitudes to their difficulties and disturbances in previous placements.

These attitudes towards pupils will often lead them to manifest behaviours such as resistance to learning, disengagement and disinterest and disruptive behaviours. Our nurturing environment, empathy and warm approach to teaching and learning will support our pupils in filling these gaps and enable them to gain the confidence that they require to make progress, develop and achieve success at emotional, functional and academic levels.

Pupils at Fountain Head House School could be described as pupils with Complex Learning Difficulties and Disabilities (CLDD). Pupils with CLDD have conditions which coexist, overlap and interlock creating a complex profile.

Fountain Head House School offers provision for neuro-divergent children, including autistic pupils; pupils with communication and interaction needs; sensory processing needs; global developmental delay; attention deficit hyperactivity Disorder (ADHD). Social, emotional and mental health needs may compound difficulties in some instances but will not be the primary area of need.

Our pupils need informed specific support and strategies which may include transdisciplinary input to engage effectively in the learning process and to participate actively in classroom activities and the wider community. Their attainments may be inconsistent, presenting an atypical or uneven profile.

Whilst providing an age-appropriate curriculum, necessary adjustments need to be made to ensure that accessibility and meaningful outcomes are achieved. This requires finely tuned adaptation of curriculum and differentiation of learning outcomes. At times, the delivery of an 'alternative' education programme will be put in place to support learning. This might take the shape of 'disguised learning' or learning through project which tap into specific interests.

Education and Therapy teams work together to provide a combined approach to supporting pupils' learning towards developing love for learning, knowledge and skills in preparation for a fulfilled and productive adult life.

Aims

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND.
- Set out how our school will:
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of school life
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Help pupils with SEND make a successful transition into adulthood
 - Communicate with pupils with SEND and their parents or carers, and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

Mission, Vision and Values

We are committed to making sure all our pupils have the chance to thrive and we will support them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.



Our Mission

Together we grow and shine

Through engaging, innovative and bespoke approaches to learning, we provide our pupils with fulfilling and meaningful experiences that prepare them for the next steps in their education and skills for life.

What do we mean by Mission?

This is our purpose as an organisation
It is the reason why the school exists
It focuses on today



Our Vision

To be recognised as a centre of excellence for the education of pupils who present primarily with cognitive, communication and sensory needs.

What do we mean by Vision?

This is what we are working toward as an organisation
It is what the School wants to be
It focuses on tomorrow



Our Values

To achieve our mission and vision we will always have our pupils at the heart of everything we do.
Our values are to be

- G**enerous
- R**esilient
- O**pen
- W**elcoming
- T**rusting
- H**ealthy

What do we mean by Values?

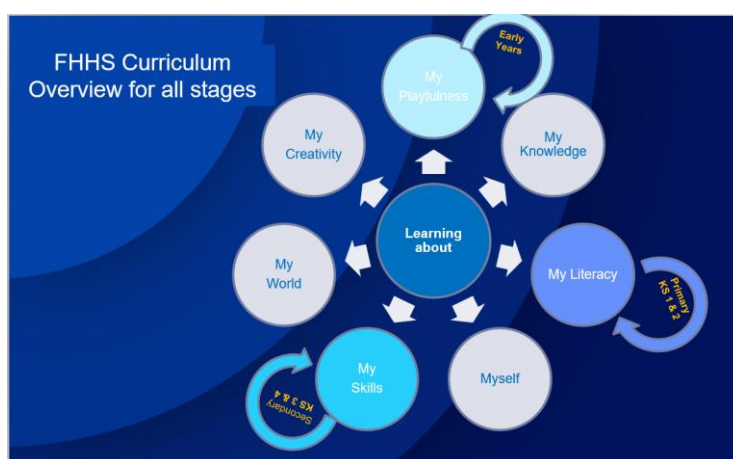
These are the behaviours we want to demonstrate as an organisation
The characteristics of our people and the culture of our school
Our values focus on how we do things today and how we will do things tomorrow

Our school will

- provide an adapted Curriculum with reference to the National Curriculum which offers pupils the opportunity to learn and develop their knowledge, talents and skills in preparation for adulthood
- treat pupils with dignity
- ensure accessibility to learning regardless of gender, ethnicity, or demographic
- enable children to grow and develop an interest in English, Mathematics, Sciences, Arts, other Cultures and Religions as well as their own
- teach pupils skills and to cultivate an interest in Sports, Physical Wellbeing, Healthy Lifestyles, interests and hobbies
- encourage pupils to continue to use skills and remain open to learning to enable them to engage in the technological future of our society
- teach and model the values of our society and to contemplate issues relating to government, politics, relationships and community affairs
- encourage pupils to become independent learners thus ensuring their continued ability to remain engaged in learning throughout their lives
- prepare pupils for adulthood including, where possible, further education, employment and training
- provide, whenever possible, work experience opportunities for pupils in KS4
- offer external accredited examinations
- teach pupils in an environment free from anxiety

Our curriculum will give children the opportunity to

- develop their ability to communicate effectively and become experts in supporting their own emotional well-being
- be immersed in a communication rich curriculum built around individual needs
- develop functional reading skills appropriate to individual needs
- learn within a coherent and progressive framework
- explore learning across core subjects and enriching subjects
- experience the challenge and enjoyment of learning
- develop new skills through a variety of interesting contexts
- develop and demonstrate their creativity
- develop a love for books, reading for pleasure and enjoyment



Legislation and guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a rich, challenging and engaging curriculum with reference to the National Curriculum, which takes account of each pupil's starting point. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this through adaptive approaches to teaching and learning, through developing a bespoke curriculum taking into account different curriculum pathways (Learning how to learn; Participating in Learning; Independent Learning) and the school environment to make sure that pupils with SEND have their specific requirements met.

Definitions

Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The 4 areas of need

The needs of pupils with SEND are grouped into four broad areas. Pupils can have needs that cut across more than one area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	DEFINITION
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

The SENDCo

They will:

- Contribute to the assessment of potential pupils through research of information available and face to face informal assessments to identify educational approaches, therapeutic approaches and specific environment facilities required to meet the needs of pupils, reporting to the Headteacher as part of the commissioning process
- Working in collaboration with the Therapy Team to identify the level of support required by each pupil at the school following the principles of the school's Therapy Provision Map at universal, targeted and specialist levels
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with the school's CAREERS Lead regarding potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Make sure the school keeps up to date and accurate records of all pupils' identified SEND as part of the Admissions Register and the Therapy Provision Map (in liaison with the therapy team)
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEND and Inclusion information report and any updates to this policy
- Have day-to-day responsibility for the operation of this SEND and Inclusion Policy and the co-ordination of specific provision made to support individual pupils with SEND as specified in their EHC plans
- Oversee the process of completing EHC plan reviews for all pupils, including liaising with teachers regarding reviewing and updating information, coordinating the invitation for EHC plan reviews, leading EHC plan reviews in liaison with the Headteacher, coordinating the gathering and sharing of information for EHC plan reviews
- Oversee the Pupil Individual Learning Steps (PILS) documents, in liaison with the Headteacher, to ensure that there is continuous and sequential focus on supporting pupils to meet their EHC plan outcomes for each area of need

The Headteacher

The headteacher will:

- Work with the SENDCo to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCo and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Make sure that the SENDCo has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils
- Advise the LA when a pupil needs reviewing their EHC needs assessment, or when an EHC plan needs an early review
- With the SENDCo, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENDCo, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCo and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data where appropriate, and use these to reflect on and reinforce the quality of teaching

The School Board

The School Board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to an adaptive Curriculum with reference to the National Curriculum which meets the needs of the pupils at the school, complies to all requirements and DfE guidance, offers the best possible range of learning opportunities, and prepares pupils for adulthood with attention to qualifications and destinations
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of pupils, the steps taken to regarding Equality, Diversity and Inclusion, the facilities provided to assist access of pupils with mobility difficulties, and the school's accessibility plan
- Make sure that there is a qualified teacher designated as SENDCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND
- Make sure that all pupils from year 8 until year 13 are provided with independent careers advice

Class Teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and approaches, linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

Teaching Support Staff

All teaching support staff is responsible for:

- Delivering high-quality teaching that is adapted to meet pupils' needs through a graduated approach following the guidance of the Class Teacher
- Contribute to the progress and development of every pupil they support
- Contribute to planning and assessing impact of support and approaches, linked to classroom teaching

Therapy Team

The therapy team is responsible for:

- Contributing to the assessment of potential pupils through research of information available and face to face informal assessments to identify where there is a need for provision of specific therapeutic approaches
- Working in collaboration with the SENDCo to identify the level of support required by each pupil at the school following the principles of the school's Therapy Provision Map at universal, targeted and specialist levels
- Design and implement therapeutic approaches in liaison with the SENDCo, class teachers and all teaching staff
- Contribute to EHC plan reviews through reports of engagement and progress where relevant

Parents and carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child

- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

Pupils

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

SEND assessing, monitoring, evaluating

Identifying pupils' SEND and assessing their needs

All pupils at Fountain Head House School have EHC plans. As part of the process of LA's consultation, we will assess each pupil's strengths and needs, SEND specified provision, and talents and interests. This process involves an initial assessment based on the documentation provided. Providing that the initial assessment indicates that FHHS might be able to meet the prospective pupil's needs, a face-to-face informal assessment is completed, either at the pupil's home or in the school setting.

Once a pupil's placement is confirmed, a planning meeting is arranged to define the details of initial approaches and transition process which will be specific to the pupil's needs.

Monitoring the effectiveness of SEN provision

The school regularly monitors the progress of all pupils taking into account their starting points. Special attention will be given to bridging gaps in learning which might impair pupil progress; monitoring progress to ensure that the level of challenge is appropriate. This might involve reducing expected progress if a pupil requires a lower level of demand or increasing the expected progress if a pupil exceeds set expectations.

This will include progress in areas other than attainment, for example, wider development or social needs.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for our pupils by:

- Tracking pupils' progress
- Using pupil questionnaires
- Monitoring by the SENDCo
- Holding annual EHCP reviews
- Getting feedback from the pupil and their parents

Consulting and involving pupils and parents

Fountain Head House School puts the pupil and their parents at the heart of all decisions made about special educational provision. We believe in building a school community through engaging with parents and carers, and pupils.

We aim to empower parents and carers by providing them with ways to actively participate in their child's school life. We aim to offer opportunities for parents and carers to get together to share experiences or, simply, to have a chat with each other and with staff during Coffee Mornings and other school events.

We consider parents and carers to be important voices in our school community. We want parents and carers to be involved in their child's school life. We provide half-termly reports and regular updates through the EVISENSE APP to offer opportunities to follow learning and progress. This will include academic learning and progress, and progress towards Education Health and Care Plan (EHCP) outcomes.

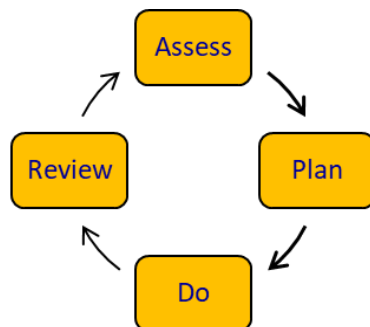
At the end of the school year, we provide the End of Year Report which will identify the pupils' progress over the school year and indicate next steps for learning for the following school year.

FHHS has three School Community Days when parents and carers have the opportunity to meet with teachers and therapists to celebrate their child's learning and progress.

We encourage pupils' participation and, where appropriate, aim for pupils' to take part in EHCP review meetings and School Community Days.

The graduated approach to SEN support

Approach to supporting the pupils' identified special educational needs follows a graduated approach.



Assess

The pupil's class teacher with input from the SENDCo and the therapy team will carry out an assessment the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's needs. Assessment might be informal or follow a specific intervention. This will depend on the area being assessed and on the pupil's ability to engage in the process. For the majority of our pupils, assessment will be subtle and informal.

Plan

Planning follows the school's curriculum implementation process.

Each pupil will have a Pupil Individual Learning Steps (PILS) document which covers small steps of learning building up to meet the EHCP outcomes for each area of need – for pupils from EYFS to KS 3 – Year 8; and EHCP outcomes for each area of Preparation for Adulthood - for pupils from KS 3 – 9 to KS 4.

The PILS is shared with parents and carers and with pupils at their level of ability. As EHCP outcomes are reviewed and possibly changed at EHCP review meetings, the learning steps in the PILS will be updated to be current and relevant.

Pupils' learning across curriculum areas are planned according to the pupils chronological age and development stage. Planning refers to long-term planning for each curriculum area which is specified in Medium Term Plans where the learning objectives are specified for each pupil with adaptive expected learning outcomes.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information is recorded on the planning documents adopted by the school.

Therapy support is planned following the Therapy Provision Map (Universal, Targeted, Specific).

The education and the therapy team liaise to create a comprehensive approach to learning and wellbeing for the pupils. This includes joint meetings between therapists and education staff with focus on specific pupils and regular meetings between the Therapy Team, the SENDCo and the Headteacher. These meetings will identified actions and influence planning.

Do

The pupil's class teacher retains overall responsibility for their progress. Pupils have individual support for the majority of their learning and learning sessions might be delivered by teaching assistants or higher level teaching assistants under the guidance of the class teacher. The class teacher works closely with the teaching

support staff, to plan and assess the impact of support and interventions. They might refer to the SENDCO and the therapy team for advice, sharing of ideas and developing joint approaches.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed as part of the scheduled cycle which includes academic progress using the assessment software BSquared (Progression Steps; Early Steps); Pupil Individual Learning Steps (PILS) scheduled review of progress; yearly review of EHCP outcomes as part of the EHCP review meeting.

As part of the review of progress for each pupil, we will consider:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of education and therapy staff who work with the pupil

The SENDCO will lead on the review of EHCP outcomes as part of the preparations for EHCP review meetings. The responsibility of reviewing the EHCP outcomes rests with the class teacher. This will take into account the pupil's progress and development. Where a pupil has specificity for an identified therapy, the therapist will be responsible to review progress for their specific area of need. For example, where a pupil has specificity for Sensory and Physical needs with Occupational Therapy input, the Occupational Therapist will review and update on progress.

SEND information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

Links with external professional agencies

Whenever necessary the school will work with external support services such as:

- Educational psychologists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

Links to other policies and documents

- FHHS – Curriculum Policy
- FHHS – PSHE (including RSHE) Policy
- FHHS – Careers and Qualifications Policy
- FHHS – Admissions Policy
- FHHS - Accessibility Policy
- FHHS - Behaviour Policy
- FHHS – Equality, Diversity and Inclusion Policy
- FHHS - Supporting Pupils with Medical Conditions Policy
- FHHS - Attendance Policy
- FHHS - Safeguarding and Child Protection Policy
- FHHS - SEND information report
- FHHS - Complaints Policy
- The Local Offer

FHHS – SEN Report – 2025-2026



Information Required	Information Provided
The kinds of SEN that are provided for at FHHS	Fountain Head House School offers provision for up to 80 pupils in the age range 4 to 16 years who, for a variety of reasons, find it difficult to be successful within mainstream settings on a full-time basis. All pupils who attend FHHS have an EHCP (Educational Health Care Plan). Fountain Head House School offers provision for pupils with a range of needs, including Global Developmental Delay, Autism, Communication and Sensory needs, and trauma. Social, Emotional and Mental Health Needs may compound difficulties in some instances but will not be the primary area of need. Typically, pupils at Fountain Head House School have a rate of acquisition and/or degree of retention of knowledge and educational skills across all National Curriculum Core Subjects significantly below age related expectations (ARE). The majority of pupils might have been out of education for periods of time and / or experienced trauma in their lives.
Policies for identifying pupils with SEN and assessing their needs, including the name and contact details of the SENDCo	All pupils who attend Fountain Head House School have an Education Health and Care Plan (EHCP). Initial needs will have been identified through the statutory assessment process by professionals. Once pupils have joined the school, their needs are closely monitored by staff and relevant documentation updated as part of the annual review of the EHCP to ensure provision is appropriate. Further information on the admissions and assessment processes at Fountain Head House School can be found on the Admissions Policy and Curriculum Policy published on the school's website https://www.fhhschool.co.uk/
Arrangements for consulting parents/carers of children with SEN and involving them in their children's education	Education, Health and Care Plans are reviewed at Annual Review meetings with parents / carers and professionals, before which parents / carers views are requested in writing. The views of parents / carers are valued and these contributions inform the setting of outcomes for the pupil. The school works closely with the school's Therapy Team, any relevant external therapists and external agencies to identify the specific needs of every pupil in order to create a collaborative, supportive and consistent approach of support for each pupil. All relevant professionals are invited to attend the Annual Review

FHHS – SEN Report – 2025-2026



Information Required	Information Provided
	meeting to consult with parents / carers. Parents / carers may also request that other professionals or individuals attend. In addition to Annual EHCP Review meetings, parents / carers are invited into school on three occasions, once per term, for our School Community Days when there are opportunities for parents / carers to meet with teachers and therapists to gain detailed information about their children's engagement in school life, enjoyment in learning, and progress. This provides the opportunity to celebrate attainment and each pupil's progress across all areas. Pupils with a medical condition have an Individual Healthcare Plan (IHP), more information can be found on the school's Supporting Pupils with Medical Conditions Policy published on our website https://www.fhhschool.co.uk/ Teachers keep parents /carers updated about their children's school life through daily home / school communication which can be completed digitally via emails or through home / school books, depending on parental preference. Parents receive regular updates on engagement and progress through the school's communication software – EVISENSE. Parents receive regular updates on progress towards EHCP outcomes through the Pupil Individual Learning Steps (PILS) document. Parents receive an End of School Year Report with a summary of engagement and progress for curriculum areas. Parents / carers are invited for regular Afternoon Teas and School Community Days where they have an opportunity to meet other parents in an informal, safe and relaxed environment. During these scheduled events parents / carers also have the opportunity to meet teachers, teaching support staff, and therapists. More detail on Engagement with Parents and Carers can be found on the school's website https://www.fhhschool.co.uk/
Arrangements for consulting young people with SEN and involving them in their education	As part of the Annual EHCP Review process, pupils at FHHS are consulted about their views. Pupils views are collated through a variety of means, dependent on their communication skills. For younger pupils, views are expressed through photographic evidence collated by staff and presented as a PowerPoint. A number of pupils are able to access 'Talking Mats' supported by the SaLT. Other pupils complete a Pupils' Views questionnaire which has been prepared to meet the preferred mode of communication and level of ability of each pupil. These documents might be scribed by a member of staff

FHHS – SEN Report – 2025-2026



Information Required	Information Provided
	to facilitate the process for pupils' to express their views about school life. Pupils' preparation for adulthood is central to the approach to education at FHHS. The school has external Careers Advisors who has scheduled meetings with secondary pupils. During these meetings, pupils have the opportunity to express their talents, interests and aspirations for post 16 education and adult life. The Careers Advisor produces reports from these meetings which are included in the pupil's EHCP Annual Reviews.
Arrangements for assessing and reviewing pupils' progress towards outcomes. This should include the opportunities available to work with parents/carers and young people as part of this assessment and review	Pupils' cognitive progress is assessed regularly through the assessment software adopted by the school (BSquared – Progression Steps and Early Steps). Pupil's progress towards EHCP outcomes is assessed regularly through the Pupil Individual Learning Steps (PILS). Pupil's wellbeing progress is assessed through the school's software Behaviour Watch with specific systems to record and analyse progress through 'Behaviours to Celebrate' and 'Behaviours that Challenge'. Pupils progress is also celebrated and recorded as part of the weekly Friday Morning Briefings for staff when staff have an opportunity to share pupils' achievement in the course of the week. These achievements range across all areas of the curriculum.
Arrangements for supporting pupils moving between phases of education and preparing for adulthood	Preparation for Adulthood is embedded across all areas of the Curriculum and across all Key Stages. This means that even our youngest pupils are gaining the skills necessary to progress throughout the school and eventually into adulthood. At Fountain Head House School we believe that high quality careers education and guidance is crucial for our young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the pathways to a variety of careers, and the job roles within them, that they might find engaging and rewarding. It supports them to acquire the self-development and work/career employability skills they need to achieve positive employment destinations. This helps our pupils to choose their pathways, improve their life opportunities and contribute to a productive and successful economy. We are dedicated to providing each of our pupils in Years 7 to 11 with an individualised careers education programme, information, advice and guidance designed to ensure that pupils' move onto the next phase of their education with the right tools and values to help

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	prepare them for adulthood. For more detail, see the school's Careers Education Policy on the school's website https://www.fhhschool.co.uk/
The approach to teaching pupils with SEN	FHHS is a place where everyone is treated equally and with dignity and respect. For more detail, see the school's Equality, Diversity and Inclusion Policy on the school's website https://www.fhhschool.co.uk/ All staff have a responsibility to meet the needs of all the pupils. The FHHS strives to deliver quality education which recognizes that emotional wellbeing is at the forefront of learning. At FHHS, we believe that all pupils have the right to a high level of education which provides continuity and sequential progression taking into account pupils' starting points, individual strengths, talents and needs. The FHHS Curriculum is planned to meet each pupil's individual EHCP outcomes through adaptive approaches which take into consideration age and developmental appropriateness. The FHHS Curriculum Model follows a therapeutic educational approach that promotes the development of emotional wellbeing, cognitive knowledge and functional skills. It is acknowledged that pupils' past experiences both in school and life will influence their ability to engage in learning. It is therefore, paramount to support pupils' emotional wellbeing as a foundation for learning as a whole. FHHS strives to create a safe and enjoyable learning environment where each pupil's needs are met and where achievements and success are recognised and celebrated. All members of staff are provided with training and development opportunities to enable effective practice. The school supports pupils in acquiring the knowledge, skills, and confidence to lead as full, rewarding, and independent lives as possible. In addition, the school seeks to foster a sense of personal responsibility as well as encourage decision making informed by an understanding of choices using the means of communication most appropriate to the individual. A wide range of age-appropriate learning experiences are provided which are both exciting and challenging. Pupils receive many opportunities to work co-operatively alongside others, developing friendships and respect for others. Pupils are also provided with opportunities to deepen understanding of Spiritual,

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	Moral, Social and Cultural (SMSC) development. This is an integral part of the Personal, Social, Health and Economic (PSHE) Education which permeates all areas of learning.
How adaptations are made to the Curriculum and the learning environment of pupils with SEN	Fountain Head House School is a special school and both the Curriculum and learning environment have been designed with the pupils' needs in mind. Classrooms and facilities are fully accessible to all pupils and where necessary specialist equipment is utilised. FHHS is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents / carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. For more detail, see the school's Equality, Diversity and Inclusion Policy on the school's website https://www.fhhschool.co.uk/ Fountain Head House School is committed to promoting a positive and diverse culture in which all staff and young people are valued and supported to fulfil their potential irrespective of their age, disability, race, religion, belief, sex or sexual orientation. Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. FHHS has set the following objectives with focus on developing a culture equality, diversity and inclusion as we prepare our pupils to be citizens of Modern Britain. • To ensure diversity is celebrated across the curriculum in all subject areas and in particular through our PSHE Curriculum. • To encourage staff and students to celebrate and embrace cultural diversity increasing their awareness of British Values. • To encourage increased participation in school life for families through our Engaging with Parents & Carers approach. • To ensure the school's motto – "Together We Grow And Shine" is at the heart of school life and reflects an inclusive ethos which promotes diversity. • To promote pupils' understanding of identity, diversity, community and equality through our PSHE curriculum and as part of school life in general. • To promote effective transition into and from the school.

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	To ensure the pupils are prepared for life in modern Britain and their next stage of learning. Our school is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. For more detail, see the school's Accessibility Policy on the school's website https://www.fhhschool.co.uk/
The expertise and training of staff to support pupils with SEN, including how specialist expertise will be secured	At FHHS, teachers bring knowledge, skills and experience from a range to education areas. For EYFS and KS 1, the school has teachers with specific experience in the Development Matters framework and most support education staff bring experience from working with this age group. Many of our teachers are primary trained and this allows for a collaborative approach across Key Stage 2 and early Key Stage 3 where the approach to teaching and learning draws on a primary model with the class teacher leading on most subjects with the gradual introduction of learning led by teachers and instructors for areas of curriculum enrichment. From Year 9 (KS 3) onwards to KS4, the education focus is on Preparation for Adulthood. Teachers and support education staff deliver programmes of learning leading to qualifications. For example, the ASDAN – Personal and Social Development (PSD) or the ASDAN – Personal Progress (PP) qualification route is particularly relevant to our pupils. Another example is the ASDAN – Short Courses, such as Food Wise and Sports and Fitness. Routes to Functional Skills and GCSE qualifications are available. The school has Physical Education instructors and a Beyond the Classroom Instructor. The school also has a Creative Arts teacher with focus on Music, Media and Drama and an Art & Design Instructor. The school offers several opportunities for teachers and education support staff to develop their knowledge, skills and experience through a scheduled programme of CPD sessions through the year and INSET DAYS. These cover both the development of therapeutic approaches and education approaches. Some examples of CPD and INSET sessions with focus on therapeutic approaches are: The Interoceptive Curriculum, Understanding Trauma, Understanding autism in girls and Understanding aspects of pathological demand avoidance. Some examples of CPD and INSET sessions with focus on education approaches are: Approaches to Reading, Phonics, Knowledge Schemas, Understanding EHCP outcomes and implementing the Pupil Individual Learning Steps (PILS) document.

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	Teachers have the opportunity to take part in external training and education hubs for specific areas of education through SWALSS. Some examples of these CPD opportunities are: Reading for all Learners, Science, RSE, Supporting Behaviour, maths. The expertise gained in these CPD opportunities is shared with the whole education team as teachers present aspects of the sessions which are particularly relevant to FHHS. FHHS also has a programme of online training sessions (Educare – TES) with focus on learning related to Safeguarding, aspects of Health and Safety, and specific aspects of including understanding SEND characteristics, such as Autism Awareness, ADHD Awareness. The school has a Therapy Team with an Occupational Therapist, a Speech and Language Therapist, a Play Therapist and a Behaviour Support Lead. The Therapy Team works collaboratively with education staff and advises on therapeutic approaches to pupils at universal, targeted and specific levels. The Therapy Team also delivers training as part of the CPD and INSET DAYS programme.
How equipment and facilities to support children and young people with SEN will be secured	The environment at FHHS takes into consideration the pupils SEND. The physical environment is appropriate with wide corridors, lifts and wheelchair access to most areas. The school has a medical room where pupils can rest if unwell and where medication is stored in accordance with the school's Supporting Pupils with Medical Conditions Policy. The school's canteen offers an opportunity for pupils to rehearse social skills and independence in a welcoming space. The school has a Sports Hall and a Sports Field where Physical Education sessions take place. This is also used for the school's yearly Sports Day which offers opportunities for pupils to develop collaborative skills and sportsmanship. The school has a Play Therapy room and an Occupational Therapy room which offer the opportunity for pupils with therapy specificity to access individual therapy sessions. The school has classrooms for pupils who are able to attend school in small groups and individualized learning spaces for pupils who are not yet able to share a learning space with others. In this case, pupils are encouraged to join their peer group for identified sessions including developing social interaction as part of PSHE. The school has a number of Life Skills areas within each building or corridor, which offer opportunities for social interaction. The school has a Creative Arts Studio which offers opportunities for pupils to engage in Project Based Learning with focus on Music,

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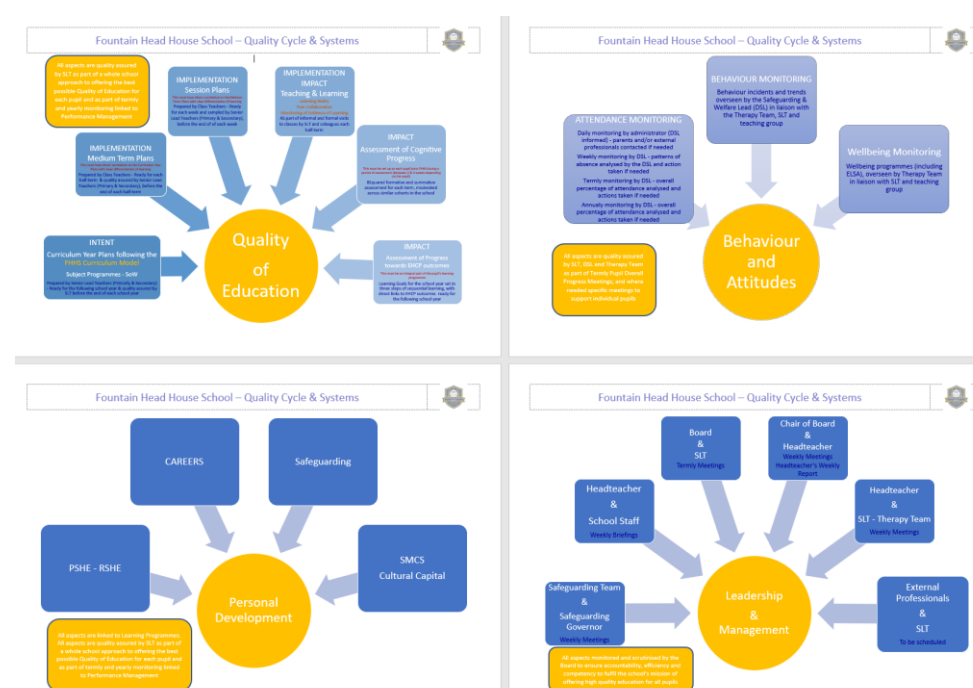
Media, Drama and Art & Design.

The school has an outdoor learning area for engagement in 'Beyond the Classroom'.

The school has Sensory Chill-out rooms with clear guidelines for use designed by the Occupational Therapist.

Outdoor spaces have installations to encourage climbing, balancing and negotiating obstacles.

FHHS Quality Assurance Cycle



Evaluating the effectiveness of the provision made for pupils with SEN

FHHS has a robust system of reviewing provision which includes a Self Evaluation Form (SEF) following the Independent Schools Standards. The Headteacher provides weekly reports to the School Board. The School Board has a cycle of board meetings which include Local Advisory Board Meetings, Curriculum, Quality and Standards Sub-Committee meetings, Finance and Estates Sub-Committee meetings.

Support for improving emotional and social development.

Bullying is not tolerated at Fountain Head House School.

At FHHS, we are committed to providing a safe and caring environment that is free from disruption, violence and any form of bullying or harassment so that all pupils can develop their full potential. We expect our pupils to treat each other and members of

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This should include extra pastoral support arrangements for listening to the views of pupils with SEN and measures to prevent bullying	staff with courtesy and co-operation so that they can learn in a relaxed and orderly atmosphere. FHHS prides itself on its respect and mutual tolerance. Parents and carers have an important role in supporting our school in maintaining high standards of behaviour. It is essential that school and home have consistent expectations of behaviour and that they co-operate closely together. Bullying, harassment, victimisation and discrimination are not tolerated. We treat all pupils, parents and carers fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. For more detail, see the school's Anti-Bullying Policy and Behaviour Policy on the school's website https://www.fhhschool.co.uk/ The PSHE – including RSHE Curriculum has a strong focus on encouraging pupils' self-expression and understanding of relationships. In addition, pupils also have access to therapeutic support offered by the school's therapy team and where appropriate by external professionals. Pupils are taught about their emotions and how to manage them in a healthy and positive way. For more detail, see the school's PSHE – including RSHE Policy on the school's website https://www.fhhschool.co.uk/ The school promotes wellbeing and self-esteem through whole school events such as Autism Appreciation Week. These are led by the PSHE Lead and are an integral part of our PSHE curriculum.
How the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families	FHHS welcomes Statutory SEN professionals attending EHCP reviews. There is a clear system of invitation to attend EHCP reviews which includes caseworkers, where appropriate social care professionals, CAHMS professionals and any other external agencies such as SENDIASS professionals. The school's SENDCo who is also the Designated Teacher for looked after children (LAC) works closely with the LA, the virtual school and parents / carers, and takes part in termly Personal Education Plan (PEP) meetings for specific pupils. The school's Safeguarding and Pupil Welfare Lead (DSL) liaises with MASH (Plymouth and Torbay), MARU (Cornwall) and Children's Front Door (Devon) to seek advice and support for specific pupils where appropriate. The school's Safeguarding and Pupil Welfare Lead (DSL) also liaises with all relevant agencies under Working Together to Safeguard Children. This includes liaising with the Safeguarding Policy professional and the Education Safeguarding Lead for

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	Cornwall. The Headteacher and the Assistant Headteacher – SENDCO have regular contact with Statutory SEN for both Plymouth, Torbay, Cornwall and Devon with focus on discussing specific aspects of support for pupils and families.
Arrangements for handling complaints from parents/carers of children with SEN about the provision made at the school	In the first instance parents / carers are encouraged to contact their child's teacher. If the matter cannot be resolved at this level parents / carers should contact the Headteacher or a member of the Senior Leadership Team. Our school aims to meet its statutory obligations when responding to complaints from parents / carers of pupils at the school, and others. When responding to complaints, we aim to: • Be impartial and non-adversarial • Facilitate a full and fair investigation by an independent person or panel, where necessary • Address all the points at issue and provide an effective and prompt response • Respect complainants' desire for confidentiality • Treat complainants with respect and courtesy • Make sure that any decisions we make are lawful, rational, reasonable, fair and proportionate, in line with the principles of administrative law • Keep complainants informed of the progress of the complaints process • Consider how the complaint can feed into school improvement evaluation processes We try to resolve concerns or complaints by informal means wherever possible. Where this is not possible, formal procedures will be followed. The school will aim to give the complainant the opportunity to complete the complaints procedure in full. To support this, we will make sure we publicise the existence of this policy and make it available on the school website. Throughout the process, we will be sensitive to the needs of all parties involved, and make any reasonable adjustments needed to accommodate individuals. For more detail, see the school's Complaints Policy on the school's website https://www.fhhschool.co.uk/

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Activities that are available in addition to those in the curriculum	FHHS offers several enriching learning opportunities for pupils. The school accesses several local providers to offer both creative and active learning opportunities for small groups and individual pupils. Some examples of these opportunities are: Live Wire for individual music sessions, China Fleet for golf, The Core Youth Centre for active learning, a local tennis club and local Swimming Centre, the Local Library. Teachers organise curriculum related Educational Visits. Some examples are: trips to the Dartmoor Zoo with links to Science Learning, trip to Tintagel Castle with links to learning about King Arthur. Whole school participation with Market Hall Dome, engages every pupil to either contribute to filming using the 360 camera and event, or the event. Parents are welcomed in this joint venture which encapsulated an immersive sensory experience and involvement of parent/carers in the life of the school. For more detail, see information on the school's website https://www.fhhschool.co.uk/ ; Fountain Head House School, Saltash Cornwall (@fountain_head_house_school) • Instagram photos and videos ; Fountain Head House School Cornwall Saltash Facebook
The arrangements for the admission of disabled pupils	Fountain Head House School is a co-educational school for up to 80 pupils in the age range 4 to 16 years, for pupils with identified Special Educational Need and Disability (SEND) through their EHCP. Pupils at Fountain Head House School include pupils with Autism Spectrum Condition (ASC); Communication Difficulties; Attention Deficit Hyperactivity Disorder (ADHD); Sensory Processing Needs. Social, Emotional and Mental Health Needs may compound difficulties in some instances but will not be the primary area of need. Typically, pupils at Fountain Head House School have a rate of acquisition and/or degree of retention of knowledge and educational skills across all National Curriculum Core Subjects significantly below age related expectations (ARE). The majority of pupils might have been out of education for periods of time and / or experienced trauma in their lives. For more detail, see the school's Admissions Policy on the school's website https://www.fhhschool.co.uk/
The steps you have taken to prevent disabled pupils	Fountain Head House School has set the following objectives with focus on developing a culture equality, diversity and inclusion as we

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from being treated less favourably than other pupils	prepare our pupils to be citizens of Modern Britain. • To ensure diversity is celebrated across the curriculum in all subject areas and in particular through our PSHE Curriculum. • To encourage staff and students to celebrate and embrace cultural diversity increasing their awareness of British Values. • To encourage increased participation in school life for families through our Engaging with Parents & Carers approach. • To ensure the school's motto – "Together We Grow And Shine" is at the heart of school life and reflects an inclusive ethos which promotes diversity. • To promote pupils' understanding of identity, diversity, community and equality through our PSHE curriculum and as part of school life in general. • To promote effective transition into and from the school. • To ensure the pupils are prepared for life in modern Britain and their next stage of learning. For more detail, see the school's Accessibility Policy and the school's Equality, Diversity and Inclusion Policy on the school's website https://www.fhhschool.co.uk/