

FCA SEN Information Report 2023-24

Updated: Spring 2024

Questions and answers for parents and carers

Personalisation Vision Statement:

“Creating an empowering and engaging environment; supporting all students to achieve their aspirations”

Personalisation Department Philosophy

Students with learning differences have equal rights of access to high-quality, inclusive teaching and additional support through evidence-based approaches.

We believe all students with any additional need:

- Should make progress at a least the same rate as their peers
- Should have their achievements celebrated
- Should have equal access to extracurricular opportunities.

All students should be empowered to be safe, happy, healthy learners who play a full role in our global community and go on to live happy, successful, independent adult lives.

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Terminology and abbreviations

This section will explain the main terminology and abbreviations used in this document

- **SEN - Special Educational Needs**

When a student *needs* things to be done differently for them in school, because they have a 'learning difficulty' or 'learning disability' or we prefer 'learning difference'

- **SEND - Special Educational Needs and Disabilities**

As above, 'Disabilities' was added because not all students with physical disabilities have learning differences

- **AEND - Additional Educational Needs**

This is the term we prefer to use at Fulham Cross Academy because the word 'special' has become negative over time. The word 'additional' covers more students and has no negative meaning.

- **A learning difference (often called learning difficulty/ learning disability)**

When a student finds learning more difficult than most others their age for some reason. For more information on types of learning differences, please refer to Appendix 1: Categories of Additional Educational Needs. Students do not need a diagnosis of anything to be considered as having additional needs.

- **Disability**

Many children and young people who have AEND may have a disability under the Equality Act 2010:

'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

- **SEND/CO/AEND/CO -Special/Additional Educational Needs and Disabilities Coordinator**

A qualified, teacher who holds a specialist, Masters level qualification is called the National Award for SEND Coordination (NASENCO). They run the Personalisation Department and ensure all students with additional needs have the right provision in place.

- **Provision**

Anything additional to, or different from what is available for all students.

Provisions have three layers:

- **Universal provision**- Available to all students - this is things like a choice of tasks in the lesson
- **Targeted provision**- Available to a smaller amount of students - this is things like extra lessons or a club or a Teaching Assistant in the class
- **Specialist provision**- Available to a few students, eg: speech and language therapy, occupational therapy or 1:1 sessions with specialist teachers.

- **Pastoral care**

Any social or emotional support students need, outside of academic issues. Personalisation works closely with the Pastoral teams.

- **SEND Code of Practice 0-25 Years**

This is a legally binding government document that tells schools and other education or childcare providers what they must do to support pupils with AEND by law. It can be found [here](#)

- **HLTA/TA - Higher Level Teaching Assistant/Teaching Assistant**

Curriculum support staff who help students with AEND in the classroom, or in 1:1 or small group sessions

- **EHC Plan - Education, Health and Care Plan**

A legal document for students with severe educational needs, who require a lot of specialist provision. It is a record of the young person's special educational, health and social care needs. It explains the extra help that will

be given to meet those needs and how that help will support the child or young person. EHC Plans are awarded to 2% of students with AEND.

- **Personalisation Register**

This is a list of all the students at a school who have been identified as having Additional Learning Needs. The register is shared with the government twice a year when they collect CENSUS data.

- **Standardised tests**

These are tests for specific skills, like reading comprehension, spelling, memory and handwriting speed. 'Standardised' means that they have been developed by experts and used with thousands of young people, to give reliable high, average and low scores for students of different ages.

- **SATS scores**

These are the scores from the Standardised Achievement Tests (SATS) which all pupils take in Year 6. They cover: reading, writing, spelling and grammar and mathematics.

- **The graduated approach**

This is how the government recommends schools' identify and support AEND, without necessarily needing a diagnosis from a specialist. It is explained in

- **Diagnosis**

This is a formal identification of need from a qualified medical professional or specialised teacher, following a formal assessment. We do not do this in school.

- **CPD**

This stands for Continued Professional Development. It means ongoing training and learning that teachers do.

- **Curriculum**

Everything that is taught in school

- **Intervention**

This is any focused series of lessons or sessions on top of the curriculum. Interventions can be around learning, mental health, social skills or any other need.

- **CBT**

This stands for Cognitive Behavioural Therapy - it is a Mental Health talking therapy that can help you manage your problems by changing the way you think and behave.

- **Mental Health Support Team (MHST)**

A team of trainee mental health professionals, who provide early intervention on some mental health and emotional wellbeing issues, such as mild to moderate anxiety, as well as helping staff within a school or college setting to provide a 'whole school approach' to mental health and wellbeing. The teams act as a link with local children and young people's mental health services and are supervised by NHS staff.

- **School Counsellor**

They can meet with 7 students individually, for 50 minutes per week. They are highly qualified and have worked in the school community for over 12 years. Can also act as a link with local children and young people's mental health services.

- **Personalisation Provision Map**

A one page information about a student. It has their strengths, areas for development, things they want teachers to know, and the strategies teachers should use to help them learn.

- **Educational Psychologist**

They are PHD qualified psychologists, who work with schools to use their training in psychology and knowledge of child development to assess difficulties children may be having with their learning. They provide advice and training on how schools might help children to learn and develop.

- **Speech and Language Therapist**

Qualified professionals, employed by the NHS, who provide treatment, support and care for children and adults who have difficulties with communication, or with eating, drinking and swallowing.

- **Occupational Therapist**

An occupational therapist's job role is to help people of all ages overcome the effects of disability caused by illness, ageing or accident so that they can carry out everyday tasks or occupations.

- **Physiotherapy**

The treatment of disease, injury, or physical disability by physical methods such as massage, heat treatment, and exercise rather than by drugs or surgery.

1. Who are the best people to talk to at Fulham Cross Academy about my child/ward's learning differences, additional educational needs or disability?

At Fulham Cross Academy, our learning support department is called '**Personalisation**' because we believe that Personalising learning will help all students succeed.

If you are concerned that your child/ward may have Additional Learning Needs, or you have a diagnosis or had previous school support, then you should talk to a member of the Personalisation Team:

- **Shashie Harry AENDCO (Additional Educational Needs Co-ordinator):**
- **Laura Morrison Deputy AENDCO**

You can email at school@fulhamcross.net, or telephone the school to arrange a call with the AENDCO.

- You can also talk to your child/ward's form tutor, a subject teacher or the Head of Year for their year group. Any member of teaching or support staff will be able to direct your concerns to the Personalisation Department.

1. How does Fulham Cross Academy know if my child needs extra help?

Fulham Cross Academy uses the definition of AEND from the [SEND Code of Practice \(2014\)](#):

*"A learning difficulty or disability is **significantly greater difficulty** in learning than the majority of others of the same age. Special educational provision means educational or training provision that is **additional to, or different from**, that made generally for others of the same age in a mainstream setting in England"*

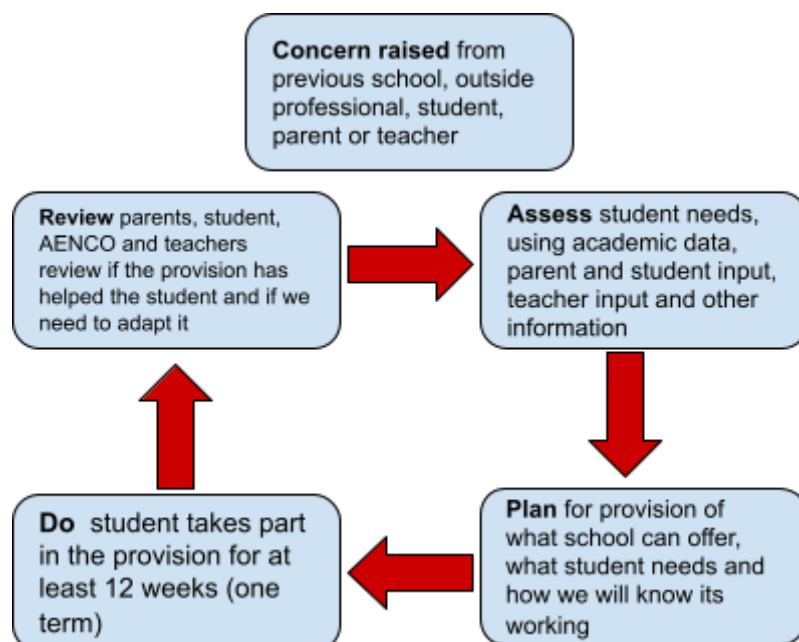
In non-specialist language:

- If your child **has had support in school before, or has a diagnosis or an EHC plan**, we know they have 'significantly greater difficulty in learning' and AEND and will offer provision (within our resources) to meet their needs.
- If your child has **not previously been identified as having AEND** then we might identify a need.

We use the '**Assess, Plan, Do, Review**' or '**Graduated Approach**' for identifying and supporting AEND in school.

If they are not making progress in line with their peers and struggling with learning or any other part of school life, school will support by:

- **Assessing** his/her needs - we will consult you and your child/ward, his/her teachers, and may conduct some tests in school.
- **Planning** support and then offering extra provision (**Doing**) usually for 12 weeks. This could be pastoral (social and emotional) or it could be learning support (academic).
- After 12 weeks, we **Review** by consulting with you and your child and may ask to conduct some more tests in school, or offer to refer to outside professionals. We may cease provision or offer more or different provision and support.



If they **doesn't make progress** with support over time (usually 12 weeks), we consider that they has 'significantly greater difficulty' than other students, and that his/her difficulties may be long term.

If your child is experiencing long-term difficulties, his/her name will be placed on a register called the '**Additional Educational Needs and/or Disabilities Register**'. This is a record of all students who have additional support in the school. We will inform you in writing if your child/ward is placed on this register.

2. What are some signs that a student may have AEND and/or need more support?

School and home should consider whether a student may have AEND if:

School:

- Concerns are raised by the student, parents/carers or teachers
- Limited academic progress is being made - students' progress is monitored at least every half term by their classroom teachers, heads of department, LPC and by the Senior leadership team
- There is a big change in progress or behaviour across several subjects
- Concerns are raised by external agencies (Social Services, Health professionals or Mental Health professionals)
- Information is passed on from their primary or previous school through meetings with SENCOs, information from class teachers or their school file.
- They have below average SATs scores, or scores on 'standardised' tests that we do in school



Home:

- You know that they had additional support at a previous school or they has an official diagnosis - please let us know and give us copies of any reports as soon as you can
- Your child/ward seems unhappy at school, or angry or anxious about school. they may refuse or be reluctant to talk about school
- You notice that they struggles with reading - they may avoid reading, or if they does read, may stumble and struggle with fluency
- they often seems to misunderstand things, perhaps finds it hard to learn and use new words
- they might struggle to think of what to write or how to put thoughts into words
- they are asking for lots of help with home learning tasks, is avoiding home learning or spending too long on home learning.
- they has difficulty remembering things at home or school and is forgetful, particularly of things they has read or heard, or instructions and things like shopping lists.
- they struggles with organisation - including his/her belongings but also deadlines and messy written work
- They are struggling with friendships or relationships at home, and finds it hard to understand others
- They are emotionally dysregulated - perhaps very withdrawn or over-emotional. Perhaps they has mood swings/changes that last several hours
- Difficulty in learning languages
- Unusual spelling or handwriting problems
- Unusual difficulty with advanced Maths
- There has been a change in his/her behaviour since primary school.

3. What other information might we gather to help us **assess** your child/ward's needs?

When we think a student might have AEND, we will always investigate and collect more information. The kinds of things we might do are:

- **Talk to you and your child/ward:**

AEND support needs to be 'child-centred' because *they* are the person experiencing the difficulty and it is *their* education that is affected. The thoughts, opinions and concerns of the **student and their family are at the heart of all we do**. Also, there might be things going on in your lives that are affecting learning temporarily or there might be things from the past that we need to know in order to help.

- **Observe the student in lessons**, by popping in and sitting quietly at the back (we would never embarrass or pick out the student when we do this). This helps us see the sorts of things they find hard, first hand. We can often advise teachers on how they can make learning more accessible for students when we do this.
- **Refer to support outside of school**, such as: specialist teachers from the borough, Educational Psychology Services, Mental Health support or Social Services support. If the student is already working with an outside agency, we will contact them for information and advice.
- **Talk to class teachers**, tutors and pastoral support teachers - we try to get the whole picture, not just numbers and grades.
- Look at his/her **educational and life history** and build a picture of his/her development over time.

4. Formal diagnoses of types of learning difference

The idea of your child having a learning difference can be scary and confusing for parents and carers as well as for the young person. It can feel like there is something 'wrong'. Many parents, carers and young people would like a formal diagnosis or label, so that there is a sense of certainty for them.

Unfortunately, the area of Additional Educational Needs is complicated, because it is not an exact science and there is a lot of overlap with the medical profession. **All diagnosis of a learning difference requires an assessment by a qualified professional.** This is roles like:

- Child and adolescent psychiatrists
- Child and Adolescent psychotherapists
- Speech and Language Therapists
- Occupational Therapists
- Consultant Paediatricians
- AMBDA qualified specialist teachers



School and your GP can refer to these health services and qualified professionals, but **there are often long waiting lists** for assessments and sometimes assessments (such as those for Autism Spectrum Disorder) can take a long time to complete.

Also, some diagnoses, such as for Dyslexia, are almost always done privately. A dyslexia assessment is hard to get on the NHS, and not legally binding until the child is 16. This means that your child/ward would have to be reassessed in year 11 or Year 12 in order to be legally considered to have a disability and to access things like a '[Disabled Students' Allowance](#)' at university. Other needs, such as Dyscalculia (Specific Learning Difficulty with Maths) are less well recognised and rarely diagnosed.

The government guidelines for the '[Graduated Approach](#)' are in place, so that **students do not have to wait for a diagnosis in order to receive the support they need for learning.**

As a school, **we cannot diagnose needs and cannot state certainly that a student has a particular difficulty**, without a formal diagnosis from one of the professionals above.

However, we can make an educated guess based on the **experience of our team and the types of difficulty the student is experiencing**, and this gives an idea of **specialist, evidence-based approaches** that teachers and support staff can use, that will support learning. For some [types of learning differences](#), we can make referrals to give us more information when the assessments by specialists have been done.

If we have tried several interventions and your child/ward is not making progress, we will refer in the first instance to our linked [Educational Psychologist](#). This is a service run by the borough of Hammersmith and Fulham. The school buys 6 visits a year. This means that 6 students can be assessed by the educational psychologist per school year. **Educational Psychologists cannot diagnose needs** but they can administer a range of specialist tests and write a detailed report that:

- helps us put more precise support in place
- can be used as evidence for an application for an [Education Health and Care Plan Assessment](#)
- can be used as evidence for referral to specialist NHS diagnostic services

The issue of diagnosis is a difficult one because they are difficult and take a long time to get. Also, because giving a young person a 'label' can lead to them over-identifying with their learning difference and giving up on school. On the other hand, a diagnosis can be hugely positive for a young person and help them to understand that there is no such thing as 'stupid', that they are not just 'lazy'. There is a name for what is wrong with them, it is not their fault and there are strategies they can use to help them with the things they find difficult. In this sensitive area, we will always work closely with you and your child/ward and make decisions that you feel will benefit you and your child/ward the most.

5. How will the school let me know if they have any concerns about my child/ward learning, additional educational needs or disability?

At Fulham Cross Academy, we are committed to identifying and supporting all types of AEND for all students. It is hugely important that no student 'falls through the gaps' and misses out on support that could help his/her thrive and succeed because we did not pick up on his/her needs.

At every stage of the '[graduated approach](#)', we will contact you, discuss what we are doing and why and to seek your input and views. This contact may be made by different staff members, depending on what we already know about the student and their history.



New entrant Year 7 students

We collect data from primary schools and we also complete online reading testing on their 'Taster Day' in the summer term before year 7 begins.

- If a student has an EHC plan or has been identified as having AEND by their primary school, we will contact you by telephone for more information and offer supported transition arrangements (extra days where they can come in and see the school and meet their teachers before they start) for your child/ward and plan for immediate Personalisation support in school from September of Y7.
- If a student is identified as having potential AEND due to low prior attainment and/or low reading attainment on our screener, we will contact you by writing to you during their first term in Y7 for permission to complete more literacy/numeracy screening tests. We will also write to you with the results. If the testing shows potential learning differences, then we will contact you personally by telephone and plan further actions with you, from there. Usually, this will happen by October/November of Y7

Students in Year 8 to Year 11

Some types of AEND can manifest later in a students' school career - for example Autism Spectrum Conditions in girls are often not diagnosed until early-mid teens. Similarly, a student with mild-moderate Dyslexia may cope with the secondary curriculum until extended reading and more complex vocabulary are introduced in Year 9 or 10. Social, Emotional and/or Mental Health difficulties can occur at any age.

- If a student has an EHC Plan, has a diagnosis of AEND, or has previously been identified as needing Personalisation support we will contact you by letter, email or telephone at least termly to review their progress. We may invite you into school for a meeting as well. Students with an EHC Plan will have an annual review meeting each year.
- If a student displays difficulties in any aspect of school life, that causes us to consider whether they may have AEND, you will be contacted by either: An HLTA, a Personalisation teacher, the Learning and Progress Coordinator for their year group, or by the AENCO. We will call and arrange a meeting, or we will write or email. Following initial contact, we will work with you and your child/ward to ensure the right provision is in place.

New entrants in Y8 to 11 (Casual Admissions)

Sometimes a student might join the school mid-year, or join in Y8 -Y11. This is called 'casual admissions'. It is important that they also receive the right support. We will always contact their previous school and check their attainment and progress data. We will also call you and discuss any possible learning needs. If they have no previous school data, we will ask them to complete a Cognitive Abilities Test to get a picture of their academic abilities. Following initial contact, we will work with you and your child/ward to ensure the right provision is in place.

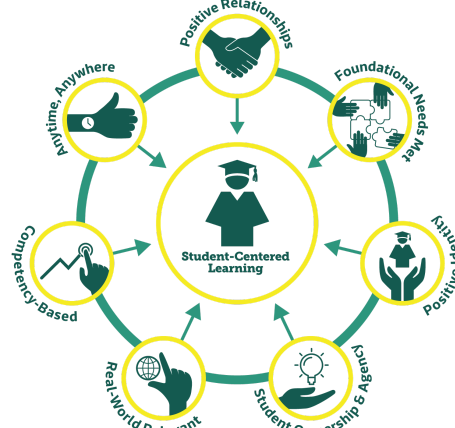
6. How will the school consider my views and those of my child/ward with regard to his/her difficulties with learning, special educational needs or disabilities?

At Fulham Academy, we take a **student-centred** approach. We believe it is very **important for parents/carers to be involved** in all areas of their child/ward learning and we actively encourage discussions.

We believe that the **student's view on their learning is essential**, because it is their education and they are the person doing the work.

As a school, we are sometimes **limited by the staffing and resources we can offer** as we have to consider how to meet the needs of all students. **We also need all students to meet basic requirements expected of them** around things like: behaviour, attendance, uniform and independent practice.

We will sometimes need to negotiate a balance with you and your child/ward around these issues. We will always seek to listen and to prioritise your views and those of your child/ward in any decisions we take and to be very clear with you both on our reasoning and the decision-making process.



- You will be able to share your views and discuss your child/ward progress at yearly parents evenings
- If you or your child/ward or the school have concerns about his/her learning needs and the provision available **we will meet to plan and discuss these**. Sometimes just one or two meetings are needed to make adjustments and get things right. **Please contact us with any concerns and be open to meetings if we request them**, so that we can work together to give your child the best quality education we can.
- If your child/ward has an Education Health and Care Plan, you will have regular communication with the Personalisation Team to discuss strengths, areas for development, current progress, support strategies being used and expected outcomes.
- If your child/ward has an Education, Health and Care Plan (EHCP), you and your child/ward will both be encouraged to share your views at the Annual Review each year.

7. How does Fulham Cross Academy ensure the teaching staff are appropriately trained to support my child/ward special educational needs and/or disability?

The Personalisation Team

All staff in the Personalisation Team are qualified and experienced, with a specialist area. In law, the AENDCo must be a qualified teacher and must complete the National Award for SEN coordination within three years of starting.

As well as drawing on our current training and experience to support students' AEND, we also complete at least two Continuous Professional Development (CPD) courses per year and use training and expertise from advice from outside organisations and specialists such as Educational Psychologists, Speech and Language Therapists working in school, child psychologists and psychiatrists.



If a student has very specific needs and we need additional training, this is completed as needed.

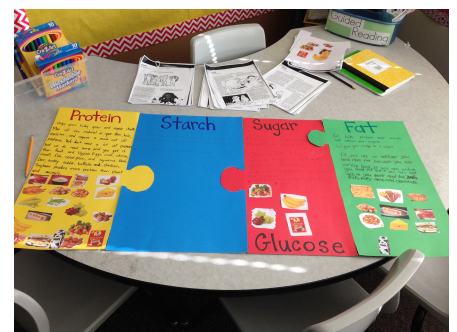
Senior Leadership Team and Teaching Staff

- Senior Leadership Team
 - Have all completed National Professional Qualifications (or similar) in School Leadership (NPQSL), which involve AEND as a key part of school strategy
 - Have all completed advanced Safeguarding training
- All teaching and support staff
 - The teaching staff at Fulham Cross Academy are all highly skilled and committed to Continuous Professional Development (CPD) and training. This helps them to deliver high quality teaching in their lessons. Research shows that this is the best way to support the majority of students with AEND in the classroom
 - The school staff (teaching and support staff) participate in a wide range of professional development to ensure there is the appropriate expertise to support children with SEND.
 - Training from the Personalisation Team on AEND and related teaching strategies is delivered half-termly for teachers and support staff in order
 - Beginning Teachers and ECTs receive specific sessions from Personalisation on students with AEND as part of their school-based induction
 - If a student has very specific needs and we need additional training, this is completed as needed

8. How will the curriculum and the school environment be matched to my child/ward needs?

Curriculum adaptation

- Fulham Cross Academy is an inclusive school. This means we carefully plan our curriculum to match the age, ability, needs and interests of all students
- Teachers provide high quality teaching, adapted to meet the needs of every student. This includes assessment of their needs, planning to meet needs, the teaching itself and evaluation of teaching to see how successful it was.
- Teachers will use different strategies (like explaining things in different ways, asking very targeted questions or offering a choice of tasks) for different students.
- Teachers can also adapt resources (changing work, using subtitles on a video, using coloured paper, or coloured overlays) for different students
- Teachers can adapt outcomes - if a student has AEND they might have to write a bit less or can present their



work in a different format to the majority of the class.

- Accessibility aids (such as remote microphones) and technology (such as iPads) may be used to support learning.
- The Personalisation Departments also offer additional lessons in Maths, English and Reading to support rapid progress at KS3 and 4.

Adapting the School Environment

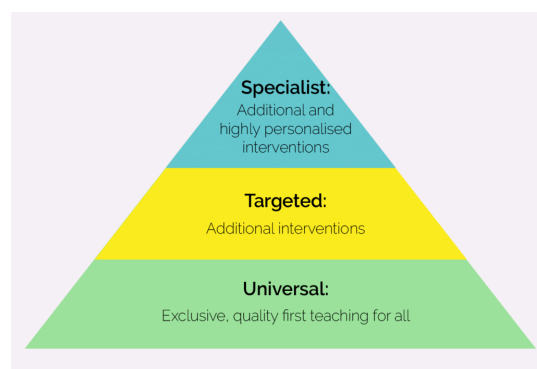
- The listed main school building does not permit easy access for students with limited mobility because there are no lifts and there are a lot of stairs over 3 floors. Both the newer buildings on site are fully accessible with lifts.
- If appropriate, specialist equipment may be given to the student to use e.g. coloured filters, pen/pencil grips, concentration aids, adapted kitchen equipment, netbooks/tablet PCs
- Fulham Cross Academy regularly reviews its Accessibility Plan to ensure that all students have the fullest access to the curriculum and the school site as possible. This can be found in the Trust SEND policy.
- The school is able to make adaptations to the environment to cater for the needs of students with visual or hearing impairment.
- The school provides an extensive range of specialist resources which can be used to adapt and enrich the curriculum for students with AEND. These include: resources for the development of fine and gross motor control, resources to support speech and language, a range of games to support emotional and social needs and practical materials to support learning needs.
- Queensmill School has a unit for students with ASD, in the school but provision that is only for their students
- The Personalisation Department has a small suite of rooms on the first floor of the Kingwood building. This designated area is a safe space for many students, where 1:1 lessons and interventions can take place.

9. What types of support may be suitable and available for my child/ward?

The AEND support for each student depends on what their [Additional Needs](#) are and also what works for them, as every student is different. We also have to consider what we have available in terms of staffing and resources. The main limitation we have is staffing, because this is the highest expense. We will always seek to buy in physical resources and we will always plan support with you and your child/ward.

At Fulham Cross Academy, we have three levels of support for students with AEND: Universal, Targeted and Specialist.

- **Universal** – this is the support that is available to all students. It includes:
 - High quality teaching with any adaptations to match learning needs
 - Pastoral support from their Form Tutor, LPC or Progress Tutors
 - Homework clubs, Sports and Drama Clubs and other whole-school enrichment activities.
- **Targeted** – This is support available to smaller groups of students who are not making progress, whether they have been identified with AEND or not. These interventions are generally short term (8 - 12 weeks). Targeted support includes:
 - Small group extra English
 - Small group extra Maths
 - Small group Phonics and Reading
 - Power Up Literacy Morning Intervention
 - Targeted lunchtime clubs and enrichment activities



- Small group social skills groups
- Small group pastoral sessions with the Progress Tutors
- Group Teaching Assistant support in class
- Small group Mental Health and Wellbeing workshops
- Personalisation Passports - a one page profile for all staff, outlining the students' learning needs, interests and strengths

- **Specialist** - Students with EHC Plans and those with more complex or severe AEND may need specialist support that is only available to a few students. This support is generally long term (although can be shorter term). We adapt this as needed and seek support from external specialists. This can include:

- Assessment and intervention recommended by the educational psychologist
- Speech and language therapy
- Occupational therapy
- Sessions with sensory advisory teachers
- 1:1 sessions for reading or speech and language with a Teaching Assistant or Specialist Teacher
- 1:1 sessions with the AENDCO
- Sessions with the school counsellor

We are constantly learning and reviewing our offer for students with AEND and we might change or add to the above lists in response to the needs of our students. You will be kept informed of the support on offer for your child/ward and we welcome discussions about the best support package for each students' needs.

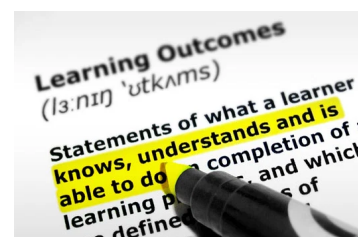
10. How will you support my child/ward/ to reach his/her learning outcomes?

'Learning Outcomes' are the achievements a student makes in their learning. Every student in the school has targets for progress in each subject. These are displayed on their school report. The targets are set based on their SATS score from the end of Year 6 at primary school. These are academic learning outcomes.

AEND students may have other 'soft' learning outcomes. depending on their needs. These could be things like 'Spell 100 high frequency words correctly' or 'Increase your reading speed to 40 words per minute'. They could also be around social skills or speech and communication. Things like 'ask three questions per lesson' or 'make eye contact when you talk to someone'.

We will support students to reach both types of learning outcome, through giving them a personalised mixture of the support given above.

We will work with you and your child/ward and the school teaching staff to ensure that the [Graduated Approach](#) is used to identify, plan and support his/her and that we constantly review provision in the light of the progress they are making towards his/her learning outcomes.



11. How is support allocated to students and how do they move between the different levels of support in school?

How is support allocated to students

Fulham Cross Academy receives funding through its budget to support students with AEND. It also receives money from the local authority for EHC Plan students . This money pays for AEND support.

The Head Teacher, in consultation with the school Governors, decides the budget for AEND provision on the basis of the needs of the students in the school.

It pays for Teaching Assistants, the Personalisation Teachers, Educational Psychology time, staff training and resources (books, programmes, computer software, iPads etc) that we use to support learners with AEND.

Each year, the Head Teacher, the Senior Leadership Team and the AENDCo review the effectiveness of the school's current interventions and provisions and prioritise an action plan, which may include additional or alternative interventions, staff training and equipment needs.

How do students move between the different levels of support?

Students identified as AEND receive support through a bespoke mixture of the levels described [above](#): Universal, Targeted and Specialist support.

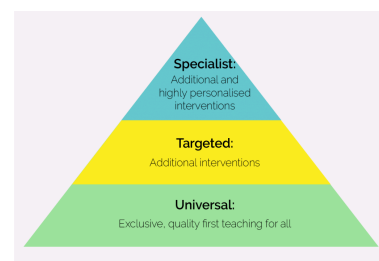
We use the **Assess, Plan, Do, Review** cycle of the graduated approach to help us decide how students move between the levels of support in school.

If they are making progress with Universal support, that is what we will continue to provide.

If they are not making progress with Universal support then we will offer Targeted support for a cycle of the graduated approach. If they are still not making progress, then we will look at Specialist support.

Equally, if a student has made progress through a targeted intervention, we would look at whether we should reduce their support to the Universal level.

At all stages, we will consult with and inform you and your child/ward about what we suggest and why.



12. How will the school know that the support has made a difference to my child/ward learning and how can I and my child/ward be included in this review process?

This is the **Review** stage of the [graduated approach](#).

We review the progress of AEND students every 12 weeks. There are different types of information we can use to make a judgement about whether support has been effective:

Academic information:

- You and your child/ward opinion about his/her academic learning and progress
- Academic Assessment - every few weeks (usually every 6 weeks), his/her class teachers will do a formal or informal assessment of his/her progress. Every term (12 weeks) they will input his/her progress data to the school system. We often use class progress data as a measure for academic interventions
- Standardised tests - every 6 months, we will repeat any standardised tests we completed with your child/ward. These usually test specific skills such as reading comprehension or spelling.
- Teacher feedback - we will sometimes seek teacher comments on progress

Non-academic information:

- You and your child/ward opinion about his/her progress to 'soft' targets
- Teacher feedback on their progress
- Information from the pastoral team - including friendships, behaviour and self-confidence

Following a review of the support we will either:

- continue the current support
- OR**
- Adapt the support by increasing, reducing or otherwise changing what we do.

13. How will you help me to support my child/ward learning?

We want to work with parents and carers and to support you to help your child/ward to understand and work with his/her learning differences.

We will work with you to help you both **understand** his/her AEND. We will:

- Meet with you or talk on the telephone and discuss what his/her needs are and what provision we want to put in place in school, to support.
- Direct you to information, websites, articles, videos and books you can look at to understand his/her AEND

We will work with you to help you **support** his/her AEND by:

- Provide you with activities or ideas for things you can do at home with his/her - This could be traditional homework tasks or more social/practical activities.

14. What is an EHC Plan and who can request one for one for my child/ward?

What is an EHC Plan?

An EHC **plan** is a legal document that describes a child or young person's special **educational, health** and social **care** needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want in their life. EHC Plans can run up to 25 years old, if the student does not get a job or go to university.



EHC Plans are for students with **complex AEND** who need more support than the school offers to all students with AEND. The local authority (the borough) gives the school extra money to pay for additional support for students with an EHC Plan.

If a student has an EHC Plan, the school and the borough and NHS and Social Care have a legal duty to deliver the support specified in the plan, or to make their best efforts to do this. Although an EHC Plan is about Education, Health and Care and all three groups are asked to contribute to them, **the main focus of an EHC Plan is Education.**

Around 3% of students in the UK have an EHC Plan (You can see more detailed statistics [here](#) and government guidance on EHC Plans [here](#). Fulham Cross Academy has 12 students with EHCPs.. Nationally, 50% of students with EHC Plans attend mainstream schools, 44% attend special schools and 6% independent schools.

What is written in the EHC Plan?

EHC Plans have several sections:

- 'All about me' - the student's and their family's views on their strengths, AEND and the support they need.
- Sections on each [type of learning need](#) and the student's strengths and difficulties in each area.
- A health needs section
- A Social Care needs section
- An outcomes section, with specific outcomes or targets for the student to achieve and the help they will need to reach the targets.
- A resources section, which says how much funding the school will get to support the student

How, when and why can we apply for an Education Health and Care Plan?

How

The first step is to apply for an EHC Needs assessment - this is usually done by school, but can also be done by other professionals or by parents.

The link to the Hammersmith and Fulham EHC Plan information and forms is [here](#)

The link to the Kensington and Chelsea EHC Plan information and forms is [here](#)

The process of applying for an EHC Plan takes 20+ weeks:

- Complete the EHC Needs Assessment form and supporting evidence (this can take several weeks)
- Application for an "EHC Needs assessment" to the local authority/borough
- Application is reviewed by a panel, if they agree to an assessment, then
- A draft plan is put together - the local authority will get professional advice from School, Health and Care as needed and from your family. It states what outcomes should be and the resources needed to help the student reach the outcomes.
- When the plan is complete, it goes back to the panel, who review and either agree to a plan or say no to the plan.

When

We can apply for an EHC Plan at any time during a student's school career, up until the age of 19. However, the majority of applications will happen at Primary school, with some additional applications made during secondary school. At Fulham Cross, we make most applications in late Year 7 or Year 8 and some in Year 11, if we are concerned that a student needs more support in Further Education.

Why

Fulham Cross Academy will seek your consent and apply for an EHC Needs Assessment if:

- We have concerns about a student and have been through several cycles of the [graduated approach](#), they are still not making progress or accessing the learning and we feel we need additional funding in order to give support to meet their needs.
- A student experiences a change or event that causes significant challenges in their ability to access learning. This would be long-term and likely to have a big impact on their future in education (This could include life-changing illness or a severe Mental Health issue)
- A student is due to transition to Further Education and we feel they need legal protection in order to access educational support.

If you feel that your child/ward should have an Education Health and Care Plan, we are happy to discuss it with you, please contact the Personalisation Team details [here](#).

Applying for an EHC Plan takes a lot of time and resources and we may advise that we do not think your child/ward would be awarded a plan, so will not proceed with an application by school.

If we don't agree to apply for an EHC Plan, you can apply yourself. You can get support from the [Information Advice and Support Service \(IASS\)](#) if you live in Hammersmith and Fulham, or from [Full of Life's Information Advice and Support Service \(IASS\)](#) if you live in Westminster, Kensington or Chelsea.

15. What support will there be for my child/ward happiness and wellbeing at Fulham Cross Academy?

At Fulham Cross Academy, we believe that the happiness and wellbeing of all our pupils is paramount. All members of staff take this aspect of school life very seriously.

Students with AEND can struggle more than others with well being, due to their AEND - this could be due to difficulties in accessing learning, or about feeling different as they develop their identity throughout their teenage years.

We avoid removing students from more practical subjects such as PE, Art, Drama, Music and PHSEE for extra lessons in English, Maths or Social Skills, so that they get the well being benefits of creative expression and fitness. Also, for those with AEND that affect their academic learning, a chance to excel in more practical subjects.

There are lots of staff who closely monitor and support the well being of students with AEND. The form tutors, Teaching Assistants, Learning Mentors and the AENDCo are available to support wellbeing.

We also have various Universal approaches to ensuring a happy, mentally healthy school community.

- The PHSE curriculum has units on looking after Mental Health and well being.
- We offer a wide range of extra curricular activities and clubs so students can get involved in the school community
- We are working with Hammersmith and Fulham Mind on a Whole School Approach to Mental Health
- We have a comprehensive Mental Health and well being support policy for students



If you have any concerns about your child/ward happiness and well being at school, please contact the [personalisation team](#), his/her form tutor, or her learning and progress coordinator.

16. How is my child/ward included in all the same activities as their peers at school?

Fulham Cross Academy is an inclusive school and committed to providing equal opportunities for all students. We make every effort to ensure all students have the same opportunities.

School clubs, before and after school provision, educational visits and residential trips are available to all students

If necessary, school will make reasonable adjustments to ensure that students with AEND are included in all activities. 'Reasonable adjustments' can be things like: sending a first aider on a residential trip, or asking a Teaching Assistant to support during practical activities

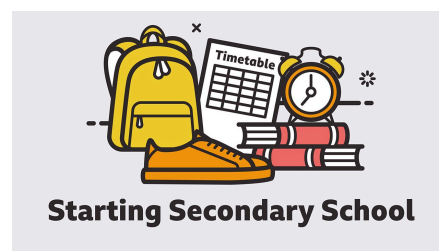
The Personalisation team actively promotes and supports the inclusion of students with AEND on things like the student leadership team and the school council.

If you have any concerns about your child/ward happiness and well being at school, please contact the [personalisation team](#), his/her form tutor, or his/her learning and progress coordinator.

17. How will Fulham Cross Academy support my child/ward in transition stages?

'Transition' means a change point. In secondary school, these are:

- Joining the school in Year 7
- Moving to a new year group each September
- Moving from Year 9 into GCSE study in Years 10 and 11
- Leaving school after Year 11 to attend Further Education



Joining the school in Year 7

If a student has been identified as having AEND, we liaise closely with the primary school they are transferring from. We are able to discuss with the relevant teachers any individual needs and how best to support your child/ward when they join Fulham Cross Academy

We will also contact you directly and offer a 'supported transition' package, where they can have additional orientation days, and meet the Personalisation Team.

Moving within school each year

While your child/ward is at Fulham Cross Academy we will ensure that during transition points all staff are aware of individual students' needs, learning progress and the best support strategies.

Handover meetings are conducted at transition points for thorough liaison to take place between staff members.

Your child/ward will have opportunities to spend time with new staff to ensure continuity and to build a rapport

Leaving school for Further Education

We make arrangements to ensure there is a smooth transition when your child transfers to Further Education

We contact the SENCOs at the colleges they want to study, to inform them of the students needs and the support they

will need

We make sure you have a copy of all paperwork and evidence relating to Additional Educational Needs

If your child/ward has an EHC Plan, we will hold their annual review in sufficient time prior to him/her moving between key phases of education.

You will be kept informed of these arrangements and asked to attend the reviews.

18. What are the arrangements for admission of students with AEND - particularly physical disability at the school?

Fulham Cross Academy is a non-selective, inclusive school. We are open to all students as long as we can safely meet their needs within the restrictions of the school buildings and the staffing resources. Please see our [‘Accessibility Plan’ \(Appendix 2\)](#) for more information.

When considering admissions for students with additional educational needs, particularly those with an Education Health and Care plan, we will always carefully consider:

The best interests of the student, the efficient use of school resources and whether we can meet their needs. For example:

- There is no lift in the main, listed building (it was looked into, but unfortunately a lift cannot be added due to the architecture) so it would be an unsuitable school placement for students who use a wheelchair, or need to use lifts on stairs. It would not be in their best interests as they couldn’t access a huge portion of their lessons.
- A student with severe global delay and is working several years below their chronological age. In order to meet needs, a student with these sorts of needs would struggle to keep up in a mainstream classroom, even with differentiated work and the support of a teaching assistant. They are likely to need an entirely different curriculum, taught at a much slower pace. This would not be in their best interests as they would be largely separated from their peers and would have a lonely experience of learning.

If you apply for admission to Fulham Cross Academy and we do not offer a place for your child/ward, please be assured that we have made the decision that we believe is in their best interests. However, we will always be open and able to fully explain our reasoning. Please contact the AENDCO, Shashie Harry, if you have any questions or concerns in this area.

19. If I have any other questions, concerns or complaints about the support given to my child/ward at Fulham Cross Academy, or if I want more information on support I can access outside of school, who can I ask?

We are very happy to speak to you about any aspect of your child/ward education. If you have questions, concerns or complaints that have not been dealt with by the AENDCO, it is best to speak to one of the following in this order:

- Your child/ward's form tutor
- Your child/ward's Learning and Progress Coordinator
- The Deputy Senco - Mrs Duffield/MS Morrison
- A member of the Senior Leadership Team - The Assistant Head for Personalisation is: Shashie Harry
- The Headteacher: Alan Jones

You can also contact the borough for additional support, advice and ideas for supporting you and your family outside of school:

Hammersmith and Fulham

Hammersmith and Fulham Local Offer is a section of their website dedicated to the support for Young People with Additional Learning Needs and their families. [Hammersmith and Fulham Local Offer](#)

You can seek dedicated support from the [disabled children's team](#)

You can contact the [Independent Advisory Service \(IASS\)](#) - they are experts in the law and in where to fund support. They will help you communicate with schools and the local authority to get the best provision for your child/ward.

Westminster, Kensington and Chelsea

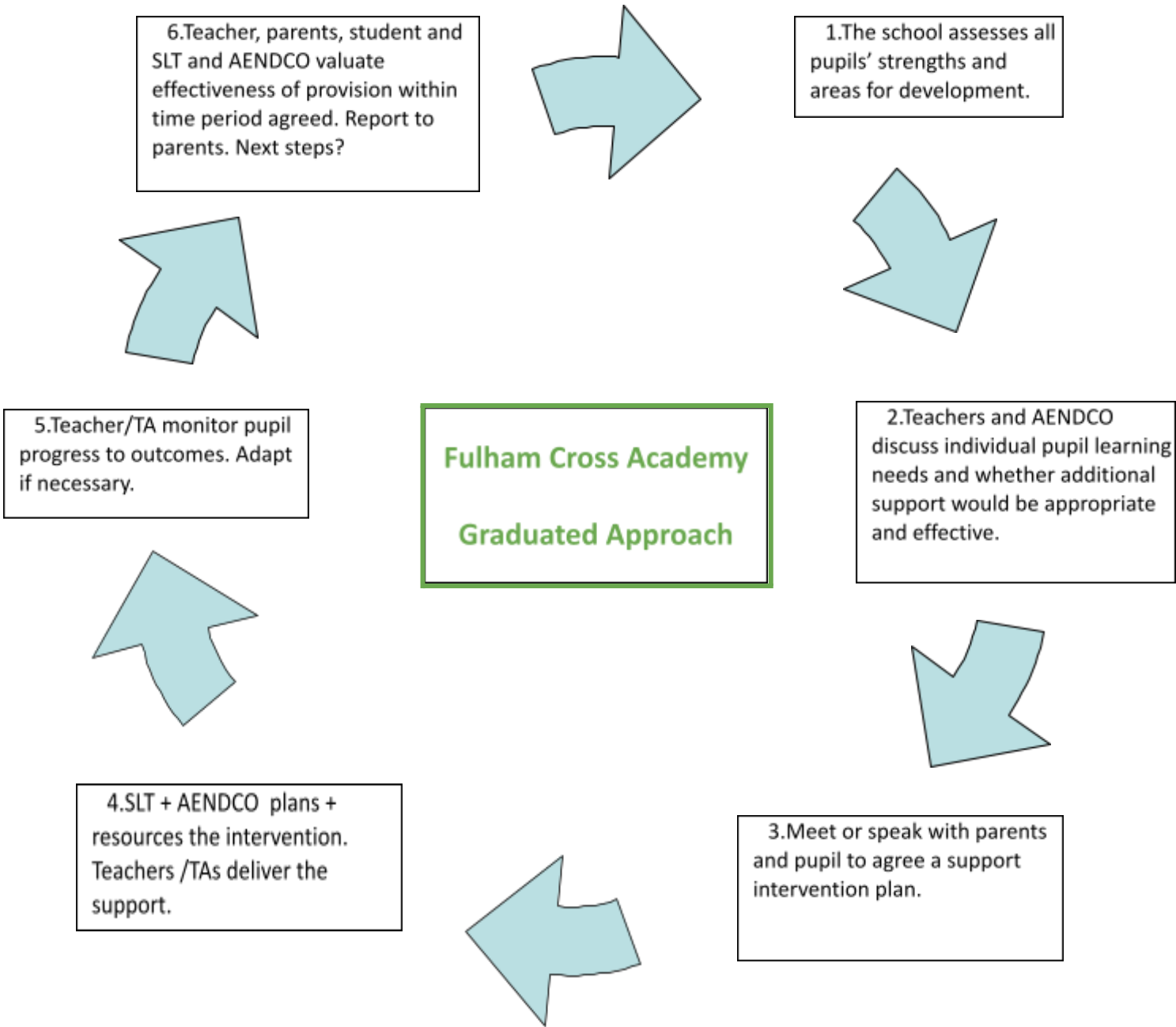
RBKC Local offer is a section of their website dedicated to the support for Young People with Additional Learning Needs and their families [RBKC Local offer](#) . [Westminster Local offer](#)

You can contact 'Full of life' the RBKC [Independent Advisory Service](#).

Or the [Westminster Independent Advisory Service](#)

There is also a directory of further reading and information in [Appendix 3](#).

20. Parents’ visual guide to Fulham Cross Academy’s graduated approach



Appendix 1: Categories of Additional Educational Needs and Disabilities

Cognition and Learning	Communication and Interaction	Social Emotional and Mental Health	Physical Disability
These additional needs affect thought-processes needed for academic learning. They can include: Specific Learning Difficulties: - Dyslexia - Dyscalculia - Dyspraxia General Learning Difficulties: Moderate Learning Difficulties Global Delay	These additional needs affect understanding language, social communication or the ability to communicate. They can include: Autism Spectrum Condition (ASC) Specific Language impairment (SLI) Speech Impairment Expressive or receptive language difficulties	These additional needs relate affect emotional regulation and mental well being. They can include: Mental Health difficulties Difficulties forming relationships with adults and/or peers Difficulties managing behaviour and reactions to challenges and rules.	These additional needs affect the physical body. They can include: Hearing impairment Visual impairment Medical conditions like Cerebral Palsy, paralysis, multiple sclerosis, muscular dystrophy and arthritis.

Appendix 2: Fulham Cross Academy Trust Accessibility Plan

Access Plan

All Policies refer to the application of the Fulham Cross Girls' School / Fulham Cross Academy's School Vision Statement which is:

'Two schools, one vision: at the heart of the local community'

- Raising achievement through working collaboratively to provide outstanding learning and teaching ensuring that each individual fulfils their potential
- Celebrating our global community where all are valued in a safe, happy and healthy environment
- Ensuring that all students are equipped to take up an active role in society as confident, independent citizens

Review Frequency: Annually

Policy First Issued: March 2013

Last Reviewed: January 2023

Agreed by SLT:

Does this policy need to be ratified by Governors? Yes

Ratified by Governors on:

This policy is communicated by the following means: Staff Shared Area/ SEND Information Report

Accessibility Plan

We are committed to working for the equality of people with and without disabilities.

Fulham Cross Academy and Fulham Cross Girls' School are situated in Victorian buildings which have no lift to provide access above the ground floor. We therefore are not able to enrol students with physical disabilities that would prevent them from accessing all of the building.

We make reasonable adjustments whenever possible to provide access for students with disabilities. We are able to accept students with sensory impairments and physical disabilities which enable them to climb stairs. The nature of the building does not allow us to accept students confined to wheelchairs as much of our specialist facilities are above ground level.

Any new building/ facility considers the needs of disabled students and staff e.g. the 6th form building has a lift to the first floor, disabled toilet facilities throughout and level access.

As the schools have recently been successful in bids through DFE projects; all new building have lift access.

Appendix 3: Resource directory for further reading and information
(Click the link to access resources)

LOCAL AUTHORITY RESOURCES

Hammersmith and Fulham [Education Support Services](#) and [Local Offer](#)

[Kensington and Chelsea](#)

[Westminster](#)

[Wandsworth](#)

[Ealing](#)

[Brentford](#)

[Richmond](#)

Reading Resources/Books

Learning Differences:

- [ADHD Living Without Brakes](#) by Martin Kutscher
- [Surviving Your Adolescents : How to manage and let go of your 13-18 year olds](#) by Glen Ellyn
- [Taking the Hell Out of Homework](#) by Neil Mackay
- [Asperger's Syndrome: A Guide for Parents and professionals](#) – Tony Attwood
- [M is for Autism](#) and [M in the Middle](#) by the Students of Limpsfield Grange and Vicky Martin
- [What Every Autistic Girls withey s Her Parents Knew](#) by Autism Women's Network
- [Girls and Autism](#) - by Barry Carpenter
- [Talk to Me Conversation Strategies for Parents of Children on the Autism Spectrum or with Speech and Language Impairments](#) by Heather Jones
- [Can I tell you about Selective Mutism?: A guide for friends, family and professionals](#) by Maggie Johnson and Alison Wintgens
- [At home with Dyslexia: A parent's guide to supporting your child at home](#) by Sascha Roos
- [Defeat Dyslexia](#) - A parents guide to understanding your child's Dyslexia by Hilly Swinton and Nicola Martin
- [Dyslexia: A parents' guide to dyslexia, dyspraxia and other learning difficulties](#) by Valerie Muter and Helen Likierman

Social, Emotional and Mental Health.

- [Get Out of My Life: The bestselling guide to the twenty-first-century teenager](#) by Suzanne Franks and Tony Wolf
- [Blame My Brain the Amazing Teenage Brain](#) by Nicola Morgan
- [Why won't my teenager talk to me?](#) - by Dr John Coleman
- [Starving the Anxiety Gremlin](#) by Kate Collins-Donnelly
- [Starving the Exam Stress Gremlin](#) by Kate Collins-Donnelly
- [The Truth About Children and Divorce: Dealing with emotions so you and your children can thrive](#) by Robert Emery
- [But What About Me? A young person's guide to divorce and separation](#) - by Wendy Molla
- [Young People and Loss](#) by Robin Cooper
- [Grief in Children](#) by Atte Dyregrov
- [Help Your Teenager Beat an Eating Disorder, Second Edition](#) by James Lock
- [Teenage Depression: A CBT Guide For Parents](#) Shirley Reynolds and Monika Parkinson
- [Am I Depressed And What Can I Do About It?: A CBT self-help guide for teenagers experiencing low mood and depression](#) Shirley Reynolds and Monika Parkinson
- [The Explosive Child](#) - a must read for parents of inflexible-explosive children who do not respond well to typical reward systems. Very empathetically written.

Websites and Organisations

Learning Differences

- [Understood.org](#) and [DIFFERENT BRAINS | The Neurodiversity Resource for Everyone](#) websites based in the USA with lots of useful articles about a range of learning differences
- [Family Action](#) - A charity to support parents of children with AEND
- [Dyspraxia Foundation](#) – provides useful information and contacts
- [British Dyslexia Association](#) – Has a free helpline, advice, information and support for families
- [Dyslexia London](#) - Counselling, support and information for Londoners around dyslexia
- [The Dyslexia Association](#) - Has a free helpline you can call to talk through concerns
- Information on [Dyscalculia](#) from the BDA and from [Dynamo Maths](#) and from the [NHS](#)
- [The National Autistic Society](#) - Has a helpline and lots of info on Autism Spectrum Conditions
- [Tony Attwood's website](#) – very useful articles about ASD
- [Sensory Integration Disorder](#) – understandable and complete information about this broad topic
- Speech Language and communication needs - [The Communication Trust](#) and [iCAN communicate](#) have great resources for Parents
- [Brainwave](#) a charity that can offer assessment and support for a range of neurological and nervous conditions
- [TED Talks](#) – 15 minute online talks from experts on a variety of subjects including plenty on learning differences and adolescents.

Social, Emotional and Mental Health:

Serious mental health crisis

If you have a crisis situation regarding your own or a young person's mental health and there is a risk to the person or others, please contact the emergency services by telephoning **999**, or **111** [Where to get urgent help for mental health](#)

Other options for urgent support are:

- Hammersmith and Fulham, Ealing and Hounslow CAMHS: [Hammersmith and Fulham Child and Adolescent Mental Health Services](#) have a 24 hour emergency phone line **0300 1234 244**
- Brent, Harrow, Hillingdon, Kensington & Chelsea and Westminster CAMHS: [CAMHS Mental Health Emergency Assessment Service \(Coronavirus pandemic service\) - CAMHS](#)
[Information for parents and carers about CNWL CAMHS](#)
- Childline: [Childline | Childline](#) They can support families as well as young people
- The Samaritans: <https://www.samaritans.org/about-samaritans/> or call **116 123**

More general Social, Emotional, Mental Health Support

- Parent Zone: The school has a subscription to the [Parent Zone: Home](#) website. You can also access the website from the <http://fulhamcross.squarespace.com/> homepage. This is a great resource with lots of useful articles on things like managing screen time and supporting your own well-being.
- MInd: The national mental health charity
 - National Mind - <https://www.mind.org.uk/>
 - Hammersmith and Fulham Mind - <https://www.hfmind.org.uk/>
- NHS - Every Mind Matters:
https://www.nhs.uk/oneyou/every-mind-matters/?WT.tsrc=Search&WT.mc_id=MentalHealthGeneric&gclid=CjwKCAjwqpP2BRBTEiwAfpiD-yHNIg0CFqRJ6jtOq1mnYpxlbeR_zaMJgm9wqWz9wQC1iSqWwQOARRoC3LYQAvD_BwE
- NHS Mental Health App Directory A list of paid and free Mental Health Support Mobile Phone Apps you can download to your phone [Mental health apps](#)
- Kooth - Online Counselling support
Young people can also access online therapeutic support through [Kooth | Home](#). This is a free, safe and anonymous place for young people to find online support and counselling. It is endorsed by the borough of Hammersmith and Fulham and young people can access it at their own pace, independently.
- [Divorce Aid UK](#) – Independent. They have links to professionals and literature on their website
- [Family Lives](#) – Confidential helpline we well as live online chat and forums
- [Relate](#) – strategies and tools for relationships
- [The Children's Society](#) – online resources and articles it supports children at risk of exploitation and social harm - young carers, substance misuse, mental health difficulties, social deprivation
- [Young Minds](#) – national charity committed to improving mental health
- [Kidscape](#)- Bullying Helpline (for parents)

For Year 11 and 13 students - those moving to further and higher education

- [Information on the Disabled Students' Allowance](#) - If your child has AEND and is moving to Higher Education, this is essential reading.
- [iANSYST](#) – provides accessible resources and guides about technology for dyslexic type differences.
- Colleges and Further Education -Post 16 information from [Hammersmith and Fulham](#)
- [Leonard Cheshire 'Change Now'](#) Work Experience Programme