

MEETING THE NEEDS

This document explains how Fountains High School supports each child's learning, wellbeing and development in a way that is personal to them.

This document explains how Fountains High School supports children and young people with a wide range of additional needs to feel safe, included and successful in school. It outlines the different areas of need within our school community and shows how learning, care and support are adapted to meet each pupil as an individual.






You will find information about the outcomes we commonly work towards, such as communication, independence, emotional wellbeing, learning skills and preparation for adulthood, alongside examples of the support and provision children receive in school. This includes specialist teaching, therapeutic involvement, emotional and wellbeing support, sensory provision, and opportunities to learn meaningful life skills.

The document is designed to give families a clear picture of how we work in partnership with pupils and parents, how plans are personalised, and how our curriculum and support help children build confidence, develop their strengths and prepare for life beyond school. Above all, it reflects our commitment to knowing every child well and helping them thrive in ways that matter to them.



**FOUNTAINS HIGH
SCHOOL**

MEETING THE NEEDS OF ALL OUR LEARNERS – FOUNTAINS HIGH SCHOOL

	 <p>Multi-faceted</p>	 <p>Communication & Interaction</p>	 <p>Cognition & Learning</p>	 <p>Social, Emotional & Mental Health</p>	 <p>Sensory & Physical</p>
SPECIAL EDUCATIONAL NEEDS	<ul style="list-style-type: none"> Down's Syndrome Other medical conditions/ syndromes Interaction of complex medical needs Prader-Willi syndrome Foetal alcohol spectrum disorder Fragile X syndrome Williams syndrome Angelman syndrome 	<ul style="list-style-type: none"> Speech and Language Difficulties Developmental language disorder Social communication difficulties Specific language impairment Alternative and augmentative communication needs Autism Spectrum Condition Selective mutism Echolalia Pathological Demand Avoidance (PDA) 	<ul style="list-style-type: none"> Global developmental delay Specific Learning Difficulties (SpLD) Dyslexia Dyscalculia Developmental Coordination Disorder (DCD)/ Dyspraxia Mild Learning Difficulties Moderate Learning Difficulties Severe Learning Difficulties Learning difficulties not otherwise specified 	<ul style="list-style-type: none"> Social, Emotional and Behavioural Difficulties (SEBD) Attention-Deficit Hyperactivity Disorder (ADHD)/ Attention-Deficit (PDA) Pathological Demand Avoidance (PDA) Mental Health Issues Trauma-related difficulties Emotional regulation challenges Childhood anxiety disorders 	<ul style="list-style-type: none"> Severe/profound hearing loss Hearing loss Blindness/ Partially sighted Multi-sensory impairment Cerebral Palsy Spina bifida and/ or hydrocephalus Muscular dystrophy Acquired brain injury Epilepsy Asthma Diabetes
TYPICAL SECTION E OUTCOMES	<p>Independence and life skills</p> <p>Concentration</p> <p>Accuracy</p> <p>Confidence</p> <p>Generalise learning</p> <ul style="list-style-type: none"> Focus Attention Active Listening Concentration <p>Determination/ Motivation</p> <p>Engagement in learning</p>	<p>Language</p> <ul style="list-style-type: none"> Receptive Expressive Understanding <p>Communication (general)</p> <ul style="list-style-type: none"> Questioning others Verbalising thoughts/ Expressing Opinions Following Instructions Conversation Skills <ul style="list-style-type: none"> Appropriate responses Listening Skills Functional <p>Memory</p> <ul style="list-style-type: none"> Processing information Working memory General memory Focus/ Attention Accuracy <p>Speech</p> <ul style="list-style-type: none"> Clarity Pronunciation <p>Modelling</p>	<p>Literacy</p> <ul style="list-style-type: none"> Reading Writing SPaG <p>Numeracy</p> <ul style="list-style-type: none"> Functional Calculating <p>Learning Skills</p> <ul style="list-style-type: none"> Decoding Comprehension Communication Executive functioning <ul style="list-style-type: none"> Planning and organisation Attention and task focus Working memory Task initiation and completion 	<p>Self-Awareness</p> <ul style="list-style-type: none"> Social Awareness/ skills Manners Self-Awareness Recognise effect of behaviour on others Self Esteem/ Confidence Independence Determination/ Motivation <p>Emotions</p> <ul style="list-style-type: none"> Self-Awareness Self-Management/ Resilience Expression Managing praise/ success Managing anxiety <ul style="list-style-type: none"> Coping strategies Transitions Response to change <p>Working with Others</p> <ul style="list-style-type: none"> Interactions Friendships <ul style="list-style-type: none"> Build Maintaining <p>Teamwork</p>	<p>Physical</p> <ul style="list-style-type: none"> Gross motor skills Fine motor skills Understanding limitations Balance Strength Coordination Control Spatial awareness Handwriting <p>Personal Care</p> <ul style="list-style-type: none"> Dressing Toileting <p>Sensory</p> <ul style="list-style-type: none"> Avoiding overload <p>Regulating stimuli</p>

SECTION F - PROVISION

- Small Classes and high staffing ratios
- Personalised learning programmes and timetables where required
- Differentiated groupings
- flexible learning opportunities,
- Focus on functional learning, independence and life skills
- Person-centred planning with pupil voice central to provision and transition
- Partnership working with families, local community and external agencies






- Speech and Language Therapists (SALT) for assessment, planning, programme design and staff training
- Communication strategies embedded across the curriculum and learning environment
- Consistent use of visual supports and structured communication approaches
- Staff trained to implement SaLT-recommended strategies within daily teaching
- Targeted adult support to facilitate communication and interaction in lessons
- Structured opportunities for supported social communication

- Personalised Learning Plans and individual target setting
- Differentiated teaching matched to learning profiles
- Multi-sensory and accessible teaching approaches
- Structured learning routines and scaffolded tasks
- Use of assessment for learning to inform next steps
- Tracking and assessment matched to individual needs
- A broad, adapted curriculum including themed and enrichment days






- A relational, trauma-informed approach across the school
- Consistent routines and predictable environments
- Individual behaviour support plans where required
- Access to targeted emotional and wellbeing interventions
- Opportunities to develop social skills and positive relationships
- Collaboration with educational and clinical psychology services
- PSHE taught as a discrete subject across all key stages
- Whole-school activities promoting belonging and community







- Access to specialist environments (e.g. sensory rooms, outdoor sensory areas, learning pods)
- Sensory-informed classrooms and bespoke sensory approaches
- Rebound Therapy delivered by trained staff to support physical development, regulation and engagement
- Occupational Therapy input to assess needs and advise on strategies
- Staff trained to implement sensory and physical recommendations within daily practice
- Support from Hearing and Visual Impairment Services
- Physiotherapy advice integrated into school routines
- On-site nursing support and close links with health services

NEXUS

	 Multi-faceted	 Communication & Interaction	 Cognition & Learning	 Social, Emotional & Mental Health	 Sensory & Physical
Whole School	<ul style="list-style-type: none"> • Small Classes • Appropriate staffing ratios for each group • personalised objectives differentiated groupings, adaptive teaching • individual timetables where required • flexible learning opportunities, • Current affairs board • Enhanced learning opportunities through community visits linked to the curriculum • House systems – rewards recognising achievement for values kindness, bravery, respect 	<ul style="list-style-type: none"> • Speech and Language Therapists (SALT) NHS and Conscious Therapies • BLANK Level questioning • Oracy • Word Aware • Verbal interaction, • ICT – AAC • Pupil views • School Council • Social stories • Opportunities in community to use communication skills to familiar and less familiar adults 	<ul style="list-style-type: none"> • Personalised Learning Profiles • Intervention Strategies • individualised target setting in Medium Term planning • Sensory approaches – practical ‘hands on’, auditory, visual input, sensory diet to be ready to learn • Metacognition • Creative Curriculum approach • Incorporating child development ‘next steps’ in knowledge • skills and understanding • Retrieval memory support • Scaffolding tasks • tracking and assessment matched to learning profiles • Fountains Continuum • themed days e.g. World Book Day, Careers event • Read, Write Inc Phonics 	<ul style="list-style-type: none"> • Social Emotional Learning Curriculum – PSHE/Pod, Individual Learning Programmes, • Social and Emotional Learning Skills, • Reward assembly celebrating pupil’s achievements, • Emotion Coaching • Thrive approach • Restorative conversations • Referrals to Mental Health Support team, CAMHS, FASST • 1:1 Bespoke RISE provision • Direct teaching of Zones of Regulation and timetabled GRIT lessons • Zones of Regulation/Emotions board • Mental Health week • Signing Choir • Drawing & Talking Art Therapy • FASST and HOPE (Helping our pupils’ emotions) sessions 	<ul style="list-style-type: none"> • Use of specialised areas <ul style="list-style-type: none"> • Sensory Room, • Learning Pod, • Outdoor Sensory Integration Area, • Sensory diets and approaches, Occupational Therapists (OTs) support, • close collaboration with physiotherapists (NHS) • Appropriate outdoor areas – exercise equipment, MUGA, Forest School • NHS Community Nursing team on site • Sports Days and House Days • Sponsored walk • Visual Impairment/Hearing Impairment Team support strategies • Opportunities to experience community settings (manage noise sensitivities etc.) e.g. Supermarkets, theatre
KS3	<ul style="list-style-type: none"> • Enterprise Integrated Studies themes • Theme days e.g. World Book Day, Careers event • Discreet Careers lessons and access to independent Careers Advice (Careers Entrust) • Residential visit opportunity 	<ul style="list-style-type: none"> • Personal learning thinking skills are embedded • Drop-in games club provides social/communication opportunities 	<ul style="list-style-type: none"> • ICT and creativity embedded and mapped throughout all subjects • Specialist teaching teams in Literacy, Numeracy, Science and Foundation subjects with functionality at its core • Subject gifted and talented pathways • Dyslexia friendly approaches – visual timetables, sentence stems, word banks, word aware, oracy practise • Ready, Steady Read Together reading comprehension • History visit – Eyam plague village, Mary Queen of Scots in school 	<ul style="list-style-type: none"> • Social Emotional Learning Curriculum – PSHE/Pod, Individual Learning Programmes • 1:1 curriculum support for Nurture and Social and Emotional Learning Skills curriculums • Social and Emotional Learning Skills • weekly rewards assembly celebrates pupil’s achievements • Cinema visit linked to SEMH ‘Inside Out’ 	<ul style="list-style-type: none"> • KS3 PE • Gross and fine motor skills intervention programmes • Fine motor activities/games • Physiotherapy • Sports club
KS4	<ul style="list-style-type: none"> • Work experience is offered in both Year 10 and Year 11, • Independent Careers Guidance interview with Action Planning for next steps – Year 11 • Tick/Reward/Motivation charts • Discreet Careers lessons and access to independent Careers Advice • Residential visit opportunity 	<ul style="list-style-type: none"> • Current affairs board • Spoken Language assessments for English Entry Level and GCSE • Music/circle time in some groups • Accreditation 	<ul style="list-style-type: none"> • enrichment activities • extension pathways • GCSE offer • Cross-curricular embedding of English and Maths functional skills • WJEC Accredited Creative Pathways 	<ul style="list-style-type: none"> • vocational and creative curriculum • Forums/SARAC • KS4 Physical Education • Vocational Studies Fitness sessions • 1:1 intervention with Thrive practitioner • social stories • Class calendars • Drama lessons • Safeguarding, Body Image and Relationships units in PSHE 	<ul style="list-style-type: none"> • KS4 PE • Sensory regulation strategies • Fine motor activities/games • Sports club

MOSAIC

	 <p>Multi-faceted</p>	 <p>Communication & Interaction</p>	 <p>Cognition & Learning</p>	 <p>Social, Emotional & Mental Health</p>	 <p>Sensory & Physical</p>
Whole School	<ul style="list-style-type: none"> • Small Classes, • high staffing ratios, • personalised objectives, differentiated groupings, adaptive teaching • individual timetables where required, • flexible learning opportunities, • Thinking School strategies • Habits of Mind 	<ul style="list-style-type: none"> • Speech and Language Therapists (SALT) NHS and Conscious Therapies • BLANK Level questioning • Oracy • Word Aware • Verbal interaction, • Makaton signing and symbols, • ICT – AAC • Communication Stations • Picture Exchange Communication System (PECS), • Objects of reference, • Intensive Interaction • Pupil views • School Council, 	<ul style="list-style-type: none"> • Personalised Learning Profiles, • Intervention Strategies, • individualised target setting in Medium Term planning, • Sensory approaches, • Creative Curriculum approach, • Incorporating child development ‘next steps’ in knowledge, • skills and understanding, • Retrieval memory support • Scaffolding tasks • tracking and assessment matched to learning profiles • Fountains Continuum, • themed days e.g. World Book Day, National E Safety Day, 	<ul style="list-style-type: none"> • Social Emotional Learning Curriculum – PSHE/Pod, Individual Learning Programmes, • Social and Emotional Learning Skills, • Reward assembly celebrating pupil’s achievements, • Emotion Coaching • Thrive approach • Restorative conversations • Referrals to Mental Health Support team, CAMHS, FASST • 1:1 Bespoke RISE Provision • Direct teaching of Zones of Regulation and timetabled GRIT lessons 	<ul style="list-style-type: none"> • Use of specialised areas <ul style="list-style-type: none"> • Sensory Room, • Learning Pod, • Outdoor Sensory Integration Area • Sensory diets and approaches, Occupational Therapists (OTs) support, • close collaboration with physiotherapists (NHS) • Appropriate outdoor areas – exercise equipment, MUGA, Forest School • NHS Community Nursing team on site • Sports Days and House Days • Visual Impairment/Hearing Impairment Team support strategies
KS ₃	<ul style="list-style-type: none"> • Enterprise Integrated Studies themes, • Theme days e.g. World Book Day, ??? to enhance the curriculum as well as offer more intensive spiritual, moral, social and cultural learning experiences • Discreet Careers lessons and access to independent Careers Advice (Careers Staffordshire) 	<ul style="list-style-type: none"> • Personal learning thinking skills are embedded 	<ul style="list-style-type: none"> • ICT and creativity embedded and mapped throughout all subjects, • Specialist teaching teams in Literacy, Numeracy, Science and Foundation subjects with functionality at its core, • Subject gifted and talented pathways, • 1:1 curriculum support as required 	<ul style="list-style-type: none"> • Social Emotional Learning Curriculum – PSHE/Pod, Individual Learning Programmes, • 1:1 curriculum support for Nurture and Social and Emotional Learning Skills curriculums, • Social and Emotional Learning Skills, • weekly rewards assembly celebrates pupil’s achievements, 	<ul style="list-style-type: none"> • Gross and fine motor skills intervention programmes, • physiotherapy,
KS ₄	<ul style="list-style-type: none"> • Work experience is offered in both Year 10 and Year 11, • Independent Careers Guidance interview with Action Planning for next steps – Year 11 • ‘Wake Up, Shake Up’ and other OT sensory regulation sessions • Reward/Motivation charts • Discreet Careers lessons and access to independent Careers Advice 	<ul style="list-style-type: none"> • Current affairs board • Spoken Language assessments for English Entry Level and GCSE • Music/circle time in some groups • Accreditation 	<ul style="list-style-type: none"> • enrichment activities –details? • extension pathways, • GCSE offer • Cross-curricular embedding of English and Maths functional skills • WJEC Accredited Creative Pathways 	<ul style="list-style-type: none"> • vocational and creative curriculum, • Signing Choir • Forums/SARAC • KS4 Physical Education • Vocational Studies Fitness sessions • 1:1 interventions with Thrive practitioner • social stories • Zones of Regulation/Emotions board • HOPE sessions • Safeguarding, Body Image and Relationships units in PSHE 	<ul style="list-style-type: none"> • KS4 PE • Sensory diet/‘Wake Up, Shake Up’ • Fine motor activities/games •

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	<ul style="list-style-type: none"> • Employability and transition to adulthood and independent living fully embedded across the curriculum • Independence, basic core skills • work related skills and a personalised curriculum, • Work Experience • Career led talks • Bespoke transition courses to college • NCS Project • Independent Careers Guidance interview with Action Planning for next steps – Year 14 and all school leavers • Royal Horticultural Society Member – Accredited courses @ Stapenhill Gardens ESBC • SARAC Forum Sessions • Hobbycraft Supported Internship – Job Coach • Travel Training 	<ul style="list-style-type: none"> • Referrals to Adult Speech Therapy Services in preparation for transition to next setting • Working closely with NHS Speech Therapy services e.g. Communication Books • Functional Skills Speaking and Listening Curriculum • Opportunity for Social interaction at breaks/lunches in Common Room • Variety of communication aids used; Communication book, Makaton • Group Thrive sessions • Staff training in communication strategies including Augmentative and Alternative Communication (AAC) • Opportunities for Real-World Communication Practice, such as supported visits to shops, cafés, or work placements 	<ul style="list-style-type: none"> • Functional skills <ul style="list-style-type: none"> • English • Maths • ASDAN Lifeskills Challenges • ASDAN PSD Units • ASDAN Employability • AIM Awards – Animal Care, Horticulture • Independent Living Skills Development, including budgeting, cooking, and travel training • Vocational, Enterprise and Micro Business projects <ul style="list-style-type: none"> ○ Coffee Bean Cafe ○ Potting Shed 	<ul style="list-style-type: none"> • Personal Social Development and Independence curriculum, • Thrive • Grit • The need for and how to achieve good physical and mental health embedded in the curriculum. • Vocational Options provide enrichment and extension opportunities with students <ul style="list-style-type: none"> • Physical Activity, • Duke of Edinburgh Award Scheme, • Entry/GCSE Level Art, • Food & Hygiene Studies, • College taster sessions: Animal Care; Hair & Beauty; Construction; Motor Vehicles; Creative Arts • Extra-curricular events – Cinema, Bowling, Theatre visits, Seaside Trips, Paris 	<ul style="list-style-type: none"> • Work closely with VI Teacher • Use of Disability Bikes @ Shobnall, in school • The need for and how to achieve good physical and mental health embedded in the curriculum • Use of college Gym as part of the curriculum • Structured walks around the local area • LEGO Therapy • Accessible Intervention room