

SEN Provision at Fulham Cross - School Context:

Fulham Cross Girls' School is an OFSTED Outstanding all girls' 11-16 state funded academy in Fulham.

Pupils	Pupils - FCGS	Pupils - National
% English not as first language	54.1	15
% Free School Meals	33.6	13.9
% SEN Statement / EHC	1.3	1.8
% SEN	15.3	12.4

2016 Results

72% 5 A*-C GCSEs (or equivalent)
inc. English and maths
NATIONAL AVG. **53%**

76% GCSE grade C or better in English and Maths
NATIONAL AVG. **59%**

56.9 Attainment 8 score Results in 8 core subjects
NATIONAL AVERAGE **48.5**

Value added **+0.71** Progress 8 score SATs to GCSE
NATIONAL AVERAGE **0.0**

Progress Measures Value Added

Table 5.1.3: Key Stage 2 to Key Stage 4 value added: performance of groups within school - pupil characteristics (KS24.VAGrp)

This report indicates significance relative to both the national mean of 1,000 and the national mean for each group. Statistical significance tests have been performed on the data using a 95% confidence interval and, where the school value differs significantly from the corresponding national values for this group, sig+ or sig- is shown.

	School Score	Boys	Girls	FSM*	Non FSM*	CLA	Not CLA	Disadvantaged pupils	Other pupils	Low	Middle	High	Onroll throughout Yrs 10&11	First Language - English	First Language - Other	First Language - Unclassified	No SEN	SEN support	SEN with statement or EHC plan
Cohort for VA	116	0	116	76	40	1	115	77	39	14	60	42	114	42	74	0	102	11	3
School Score	1046.3	-	1046.3	1047.2	1044.7	1022.6	1046.5	1046.8	1045.2	1095.0	1042.1	1036.1	1045.9	1018.1	1062.3	-	1046.3	1055.9	1012.1
95% confidence interval	13.6	-	13.6	16.8	23.1	146.1	13.6	16.6	23.4	39.0	18.9	22.5	13.7	22.5	17.0	-	14.5	44.0	84.3
Group national mean	1000.0	991.2	1009.0	976.3	1008.5	931.2	1000.5	975.9	1008.8	1000.1	1000.0	999.9	1001.2	996.1	1029.0	941.6	1004.7	972.1	975.2
Significance from national average for group	Sig+	-	Sig+	Sig+	Sig+		Sig+	Sig+	Sig+	Sig+	Sig+	Sig+	Sig+		Sig+	-	Sig+	Sig+	
Significance from overall national average	Sig+	-	Sig+	Sig+	Sig+		Sig+	Sig+	Sig+	Sig+	Sig+	Sig+	Sig+		Sig+	-	Sig+	Sig+	

A dash means that no significance test has been carried out. A blank space means that a significance test has been carried out and the result for school or ethnic group is not significantly different from the national average.

‘ For a school to be a great school there needs to be a move to personalised provision based on consistently high quality, with variations controlled and actively tailored to individual students’ needs and aspirations.’

CfBT report 2012

McKinsey, Sutton Trust / BCG research and international evidence show that:
‘Over a school year, disadvantaged pupils gain 1.5 years’ worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers - a difference of a whole year’s learning’

So what is the recipe at Fulham Cross Girls'?

- Supportive SLT
- Specialist Staff
- Targeted TA support
- Training and Development
- Adaptive, flexible curriculum
- Rigorous Data analysis
- Working with parents
- Space and resources
- Working with Teachers, Pastoral Team, Other schools and outside agencies



Specialised Staff and Targeted Support

- KS3 Personalisation Teacher + SENCO 20 hours p/w teaching
- KS4 Personalisation Teacher + 2ic Head of KS4
- KS3/4 EAL and SEN Teacher
- EAL Teaching Assistant
- KS3 Teaching Assistant
- KS3/4 Teaching Assistant
- KS4 Teaching Assistant
- HLTA for Maths
- NQTs/Schools Direct Maths tutors



(Very flexible - at the start of the year we had 1 part time TA!)

Training and Development

- Personalisation Profiles
- Personalisation Information
- Personalisation Launch Day – September
- Teaching and Learning Briefings (Every 6 weeks)
- Afternoon Staff Meetings (2 per year)
- NQT training sessions
- Supportive observations and coaching
- Resource development
- Whole school literacy
- TA CPD programme
- Personalisation Teacher CPD



A flexible curriculum

- **KS3 LIT withdrawal 2 x per week**
 - [The LIT Programme](#)
 - Vocabulary work
 - [Schofield and SIMS spelling books](#)
 - [Read, Write, Inc. Phonics](#)
 - [Read, Write, Inc. Get Spelling](#)
 - Adapted English Curriculum Lessons and assessment prep
 - Metacognitive strategies
 - Morning interventions – [Lexia Reading](#) 2 x per week
- **KS3 Maths withdrawal**
 - Small group Maths
 - Specialist teacher
 - Hands on strategies
- **KS4 Curriculum**
 - Accessible options subjects
(Health and Social Care, Catering, Drama, ECDL)
 - ICGSE English Language
 - Morning interventions Maths, En, Sci
 - Maths Tutor
 - Study skills programme
 - Coursework catch up (TA targeted students)
 - Options can be dropped
 - Extra English and Maths
 - Flexible Timetables
 - Boot Camp
 - Targeted assemblies
 - Careers support

Data Analysis

- **Integrated Data Analysis:**

Head of Personalisation (SENCo), Heads of Year and Heads of Dept, SLT lead on Data all ensure there is no attainment Gap.

- **Personalisation Panel**

- **Personalisation Teachers monitor attainment in Maths and English and across the curriculum**

- All who deliver intervention complete yearly [impact reports](#)

- Student feedback groups

- Parental feedback



Collaborative Working

- Queensmill Unit
- Core teams
- Coursework catch up
- Senior leadership team
- Coaching
- Educational Psychologists
- CAHMS link
- Pastoral Teams
- Social Services
- Parents





Tips and Tricks

- Base your Teaching Assistants office in a classroom that can also be used as a KS4 study space at lunch time
- Create a culture where difference and diversity are celebrated and students value support but don't treat it like a break
- Show students that you are joined up with the rest of the school – be firm with the rules, expect notes, expect homework to be done, set detentions
- Parents are an amazing resource! (usually)

