

# Annual Report

Fleming Fulton  
Special School Belfast

2022 - 2023







# WELCOME

## To Fleming Fulton 2022 - 2023

As the Chair of the Board of Governors' I am very pleased to present the School's annual report for the school year 2022 -2023. In a school like Fleming Fulton, it would be impossible to capture the full life of a year in the school in a single document. We hope that our annual report will introduce you to the principles and values of our school provide an insight through our practice into the life of a vibrant school community in 2022 – 2023.

*W. Hatimer*

Chair  
Board of Governors



“Children want the same things we want:

- to laugh,
  - to be challenged,
  - to be entertained,
  - and delighted.”
- Dr. Seuss

What would you like to find out about?

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01

PROMOTING EFFECTIVE GOVERNANCE

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# BOARD OF GOVERNORS

The Board of Governors has an important strategic role to play in the management of the school. This is to help the school principal and staff, provide the best possible education for all of the pupils. Governors bring their experience, life skills and common sense to this task. In everything they do, they should aim to raise expectations of what can be achieved by all pupils and strengthen the involvement of staff, parents, and the community.



## A MESSAGE from YOUR GOVERNORS

As Governors we are very proud to serve the Fleming Fulton School Community and take pride in the achievements and progress of the children and young people. We believe with the school, that the children and young people are at the centre of our school community, and we are committed to ensuring that their wellbeing and learning needs are of the highest standard, ensuring that every child and young person reaches their full potential in an inclusive, caring environment and in full partnership with the school, home, and the wider community.

The Board of Governors has an important strategic role to play in the leadership and management of the school. This is to help the school principal and staff, provide the highest standard education for all of the children and young people. As Governors we bring our experience, life skills and common sense to this task. In everything we do, we aim to raise expectations of what can be achieved by all pupils and strengthen the involvement of staff, parents, and the community.

With the school we share the common goals to:





While we often talk about our 'strategic role,' in carrying out our responsibilities, we are committed to extending our engagement with the full school community, pupils, staff (teaching and ancillary), parents/carers, and the wider community, to ensure that the

children and young people in Fleming Fulton experience the highest quality learning and teaching in an inclusive and supportive environment.



This year, as we tentatively moved away from the constraints of COVID, while still being cognisant of the continued impact and presence, there were, as in all school years challenges to be faced, including, budget constraints, staffing, the recovery curriculum, a changing profile, and the Education Authority Area Plan. The Governors working co-constructively with the school continued to (and will continue to) address and challenge these issues in the best interests of the children and young people in the school.

While it can be difficult to show our appreciation in tangible ways, we value and appreciate the dedication, commitment, and care of the whole school staff, who work tirelessly in the interests of the children and young people. Whether it is the teacher through personal research, looking to extend the individual learning needs of the child, the encouragement, and that extra attention from the classroom assistant, the office staff working diligently in the background, the catering staff making sure everyone eats well, with a side serving of banter, the building and hygiene staff, with a sense of humour and encouraging word for staff and pupils alike, ensuring a safe and hygienic environment for learning. And not forgetting our health professionals, not only meeting the children's medical needs, but more often than not bringing a smile to their faces.

However, alongside the challenges there have been many opportunities and it has been very encouraging to see the range of initiatives and activities which the children and young people are engaging in. Our report will highlight many of these in later sections, but a look at the school Facebook page is testimony to this.

As Governors, we meet formally as a governing body regularly throughout the school year. In this academic year 2022-2023 we met formally on 11 occasions. The Board of Governor meeting provides the opportunity for the Principal to update the governors on the key events/activities happening in the school as well as providing reports on; key aspects of school development/improvement, policy and practice and other aspects related to school leadership and management. Governors may provide reports about the discussions in working parties or committees or on visits they have made to the school.



## The Role of the Governors

- Set the school's vision and aims.
- Establish and maintain the school's ethos and values.
- Set the school's plans and policies.
- Monitor and evaluate school performance.
- Promote self-evaluation to sustain school improvement.





Through our Board of Governor meetings and other meetings with senior leaders and school staff, we monitor and evaluate and provide a challenge function through appropriate challenge questions and scrutiny of reports and policy. During the year we engaged with the Senior Leadership on a number of occasions to discuss a range of aspects of school development, including, leadership, safeguarding, finance, health and safety, curriculum, and school development planning.

Our safeguarding Governor keeps up to date with statutory guidance and works alongside the school safeguarding team, attending key meetings and with the Principal is involved in reporting to the Governors any safeguarding issues and on the revision and update of the school's safeguarding Policy. This year we worked alongside the Principal and senior leadership team to review and revise key areas of practice which included, our Safeguarding policy, Complaints Policy, Freedom of Information Policy and update, and review how we can more effectively use our publication scheme and continue to review our communications at all levels.

With the SLT we engaged in a school development planning workshop, producing guidance documents, and learning journals (Foundation Learning Documents) to facilitate the process. This had a positive outcome and is an approach we may consider extending in the school.

Throughout the year the governors worked on a range of panels and committees, including:

- Safeguarding
- Staff appointments
- Complaints and disciplinary matters
- School Improvement
- Health and safety
- Freedom of information and publications
- Leadership and Management

At times Governors may be perceived as being 'distant' from the life of the school, and as Governors this is something we are cognisant of and are working to address. We have met with parents in formal and informal contexts and attended a very informative parental development session on school development Planning. The feedback from these sessions and a school questionnaire was very informative and raised important issues and provided us with an important insight into the parents perspective on the school and which help to shape our planning for 2023-2024.

We reflected on how we could engage more effectively with the school community and have made initial revisions to our page on the school website and produced information leaflets to inform parents and staff about the work of the governors. This is an aspect of our work which we will develop through our improvement plan for 2023-2024.

As Governors, it is important for us to see the school 'at work.' And as such we undertook, approximately 12 Learning walks around the school. These are actually one of the most enjoyable aspects of being a Governor, as it provides the opportunity to talk to the different members of the school community and in particular to see the Children and Young People in the classroom.





## We endeavour to ...

- Acquire an in-depth knowledge of the school, our principal and senior management team, staff, and the quality of learning experienced by the pupils.
- Become part of a strong and effective leadership team of the school;
- Promote strong links with parents, families, and the community;
- Ensure the school provides effective learning and teaching in the context of the NI curriculum;
- Monitor the school's performance and address under performance at the earliest opportunity;
- Promote the effective use of data where appropriate to support childrens' learning and progress and set school targets
- Promote and engage in regular and robust self-evaluation;
- Collaborate and approve the school development plan.

Committed

Challenging

Creative

Critical

Curious

Confident

Collaborative

While it can be difficult to show our appreciation in tangible ways, we value and appreciate the dedication, commitment, and care of the whole school staff, who work tirelessly in the interests of the children and young people. Whether it is the teacher through personal research, looking to extend the individual learning needs of the child, the encouragement, and that extra attention from the classroom assistant, the office staff working diligently in the background, the catering staff making sure everyone eats well, with a side serving of banter, the building and hygiene staff, with a sense of humour and encouraging word for staff and pupils alike, ensuring a safe and hygienic environment for learning. And not forgetting our health professionals, not only meeting the children's medical needs, but more often than not bringing a smile to their faces.

As Governors we value the time and commitment that goes into the many events and activities that are organised throughout the school year and it is always a pleasure, when possible to attend these. The Parent Teacher Association continues to work hard and give of their time and talents in the interests of the children and young people, in raising funds and organising events. The Year 7s and 14s looked well in their leavers hoodies. Thanks is due to the PTA for the positive contribution they make to the school. Some of the events which we have attended included:

- A very festive Parent Teacher Association (PTA) Christmas Fair
- Parental School Development Planning Workshop
- Café 13
- Leavers Assembly
- Staff presentations
- Makaton Choir
- Summer Scheme

As part of our role in leading and managing the school we carry out regular self-evaluation of our practice and each year we prepare our improvement plan in which we set our priorities and targets for the year and the actions we will implement to achieve them. Whether through formal or informal engagement, as a governing body we review and reflect on the information and feedback and this enables us, throughout the year to modify our improvement plans and redefine our priorities and targets.

For 2022 -2023 we identified 3 key priorities to focus on:

- Extend our professional knowledge and skills by engaging in Professional Learning Opportunities to facilitate our development as strategic and effective leaders in bringing about school improvement.
- Raise the profile of the Governing Body and establish effective two-way communications between the Governing Body, the School, parents, pupils, and the wider school community.
- Utilise our particular experience and skill sets to fully engage and collaborate with key school personnel through appropriate Professional Learning Forums, enabling a focused and informed dialogue to effectively challenge robustly and support the school.





As the year progressed and we evaluated our progress in response to the opportunities challenges and issues presented to us, we modified and adapted our approach creating a greater focus on engagement and identifying 4 strategic themes:

#### Strategic Focus 1: Strategic Planning

The Governing Body is influential in setting the strategic direction of the school in partnership with senior leaders, and creating a vision that is shared by all members of the school community.

#### Strategic Focus 2: Building Capacity for Improvement

Extend our professional knowledge and skills by engaging in Professional Learning Opportunities to facilitate our development as strategic and effective leaders in bringing about school improvement.

#### Strategic Focus 3: Professional Dialogue and Engagement

Promoting meaningful and purposeful dialogue to enable the appropriate challenge, scrutiny, and support to provide assurance and drive forward school improvement.

#### Strategic Focus 4: Strengthening Partnerships

A proactive Governing Body that engages and consults meaningfully with the School, parents, pupils, and the wider community, through a range effective communication channels.

The latter 2 themes in particular being informed by staff and parental feedback. We also, in reviewing our practice, adopted a deliberate approach to school improvement<sup>1</sup>, incorporating tactical, strategic, and capacity elements into our planning. The monitoring and evaluation of our improvement plan indicated that our 4 new strategic themes are appropriate and these will form the basis for our 3 year development plan for 2023-2026 and improvement plan for 2023 – 2024.

The review of our 2022 – 2023 plan identified our priorities for 2023-2024. As we move forward into the 2023-2024 school year, as Governors we will continue to work with the school community in the best interests of the Children and Young People in Fleming Fulton.



<sup>1</sup> Hazel Taylor – Made to Measure. Mouchel Publications



02

## WORKING TOGETHER TO BUILD --- COLLABORATIVE LEADERSHIP

At Fleming Fulton we are privileged to have a strong committed body of staff at all levels, who provide leadership to the school community within a variety of contexts, contributing to the learning and development of our children and young people in different contexts and through their many varied roles and responsibilities demonstrate their care and passion for the children and young people in Fleming Fulton School.

“ Collaborative school leadership is leadership which is enacted by everyone in the school and works for inclusive participation and holistic learning .  
PA Woods & A Roberts

”



## Leading Staff @ FLEMINGFULTON

While the traditional paradigm of school leadership creates a focus on the ‘teaching staff,’ at Fleming Fulton we believe that the leadership of the school is exercised and demonstrated in many different contexts within the school community and it is important to acknowledge the contribution that the teaching staff, classroom assistants, office staff, technicians, ancillary staff and our health professionals; speech and language therapists, physio therapists, and the young people representing the pupils on the School Council, play in leading within their context and how this contributes to the overall learning and wellbeing of the children and young people in Fleming Fulton.

While we still retain aspects of the traditional school leadership paradigm, we are striving to incorporate a more collaborative model of school leadership through recognition and development of this approach.

In simple terms collaborative leadership is the recognition that within Fleming Fulton leadership is demonstrated in a wide variety of contexts and is an attempt to engage their collective thinking and provide opportunities to enact their thinking in order to create a more holistic approach to meeting the needs of the children and young people in the school. ‘It’s grounded in a belief that all of us together can be smarter, more creative, and more competent than any of us alone,’<sup>2</sup> particularly when it comes to addressing the kinds of novel, complex, and multi-faceted challenges that we face in the special education environment today.

This may in some instances be the ‘road less travelled,’ but one which we aspire to, and we believe this not only has it benefits for our staff but also for the children and young people in the school.

“

Success depends on creating an environment of trust, mutual respect, and shared aspiration in which all can contribute fully and openly to achieving collective goals. Leaders must thus focus on relationships as well as results, and the medium through which they operate is high-quality conversation.<sup>2</sup>

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<sup>2</sup> Collaborative Leadership.. Engaging collective intelligence to achieve results across organisational boundaries. T J Hurley





# GOVERNORS @ FLEMING FULTON

**Principal and Secretary to the Board of Governors**

Mrs K Hancock

The **Board of Governors** for the 2022-2023 school year was composed of the following members:

Mr H Beckinsale	DE Representative
Mrs O Bedwell	EA Representative
Mr D Bowes	Parent Representative
Mr M Ferguson	Parent Representative
Mr B Latimer (Chairperson)	DE Representative
Mrs Joyce Manson	EA Representative
Mrs R McNaughton	DE Representative
Mrs P Vance	Teacher Representative

The role of the Board of Governors is to manage the school with a view to providing the best possible education and educational opportunities for all of the pupils. This involves:

- setting the strategic direction for the school
- taking corporate decisions in relation to the statutory functions of the Board of Governors.

The term of office for a member of the Board of Governors is four years, at the end of their term of office a governor may be appointed for a second term in office. Reconstitution of the Board of Governors usually takes place on a four yearly cycle. Reconstitution was to take place from January 2023 with reconstituted Boards to be in place from September 2023. However, the Department of Education informed schools, Circular 2023/06, that the next reconstitution of Governors has been rescheduled to launch in December 2023 with a reconstitution date of June 2024. Consequently, the current reconstitution period will therefore be extended to 2018 to 2024 and that Schemes of Management permit governors to remain in post until either renominated or replaced.

At the end of this school year, Mr Harry Beckinsale stepped down from his role as a Governor in the school. Mr Beckinsale is one of our longest serving governors, having served on the governing body for 28 years. Harry brought his experience from business and commerce and applied it to his work in Fleming Fulton, always looking to see how the needs and interests of the children could be best met. On behalf of the governors and the school community, We would like to sincerely thank Harry for his commitment and dedication to the children and young people in Fleming Fulton. Though, he will not be forgotten so easily, with 'Harry's' Field being a prominent and well used part of the school.

# STAFF @ FLEMING FULTON

“When you hand  
good people possibility, they  
do great things.”

Biz Stone

During the academic year 2022/2023, the staff complement for  
Fleming Fulton School was:

## Teaching Staff:

Principal

1 Vice Principal

26 Teachers, including 6-part time teaching staff

## Ancillary Staff:

54 FTE Classroom Assistant Posts.

## Office Staff

1 Office Manager

2 Part time Clerical

## Auxiliary Staff:

1 Building Supervisor

3 Technicians

2 Assistant Building Supervisors

9 Cleaners.

8 Catering Staff.

1 School Nurse

1 Health Care Assistant

1 Swimming Teacher + 2 pool attendants

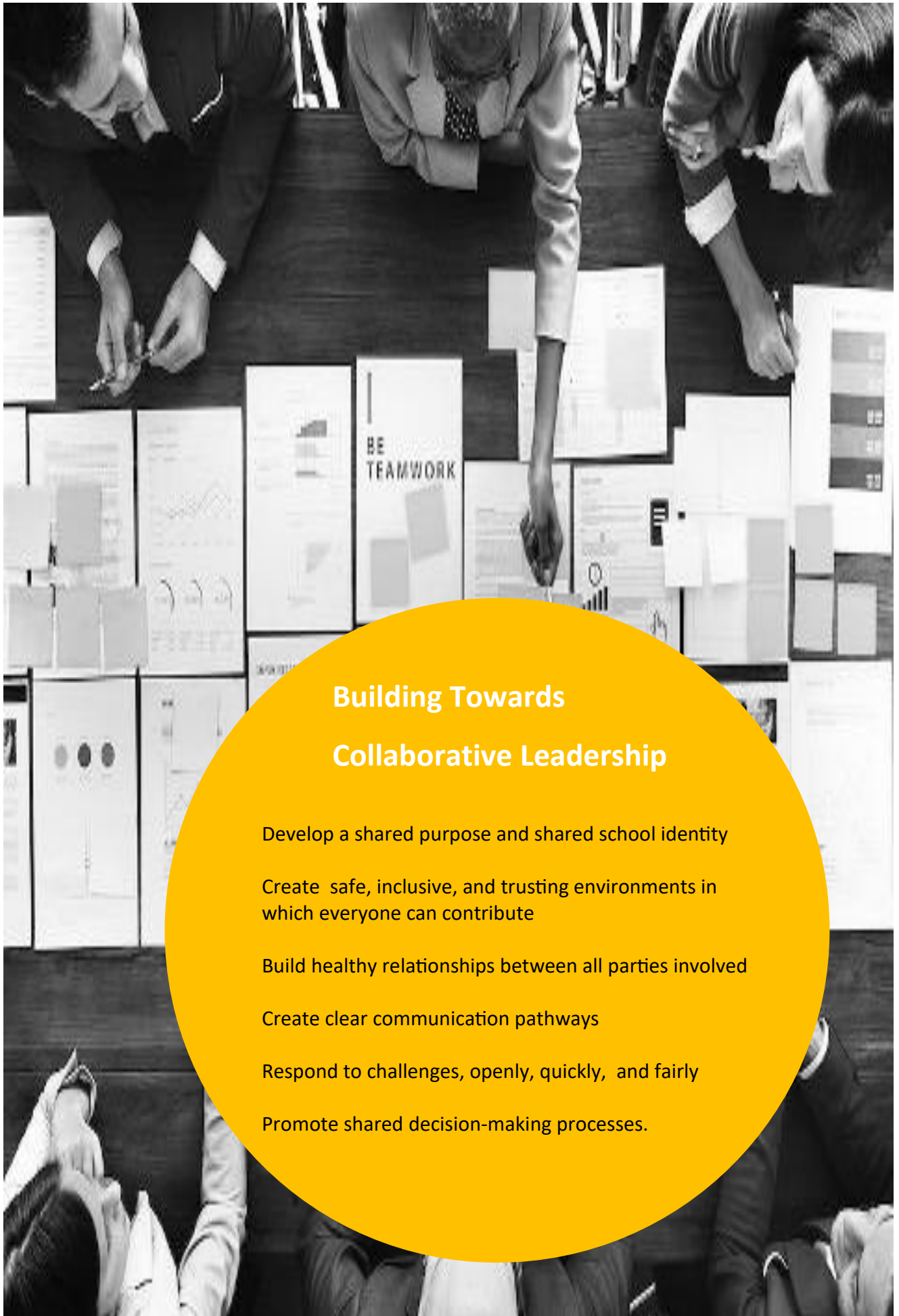
A key partner in our school community is the  
Belfast Health & Social Care Trust:

Occupational Therapy

Physiotherapy

Speech and Language





## **Building Towards**

## **Collaborative Leadership**

Develop a shared purpose and shared school identity

Create safe, inclusive, and trusting environments in which everyone can contribute

Build healthy relationships between all parties involved

Create clear communication pathways

Respond to challenges, openly, quickly, and fairly

Promote shared decision-making processes.



# 03

## WORKING TOGETHER TO DEVELOP A STRATEGIC VISION

At Fleming Fulton, our vision and strategic priorities for the school are set out in the school's development plan which indicates the actions we will take as a school to improve the outcomes for the children and young people in our school. It brings together, in a clear and simple way, the school's priorities, the main measures we will take improve learner outcomes, the resources dedicated to these, the key outcomes, the targets we intend to achieve, and how we intend to develop our staff in order to meet the school's priorities and targets.



## PLANNING FOR IMPROVEMENT



During the COVID pandemic the Department of Education issued guidance to schools in relation to the requirements of school development planning for 2020/21. It was recognised that for the school year 2020/21 schools will need to develop a school development plan which addresses the specific challenges and whole-school priorities that will be faced as a result of COVID-19. Schools were advised that they may wish to prepare a transitional plan for 2020/21. The SDP, plan for 2020/21, did not need to be an extensive document, but should bring together, in a clear and simple way, the school's priorities, the actions and resources that it will deploy to deliver these and the key outcomes it intends to achieve. With the continuation of COVID-19 into the 2021-2022 school year, transitional plans were continued on the same principle. For the school year 2022-2023, no additional guidance was issued and our transitional plans were extended for this year. Subsequently DE have issued guidance on school development plans for 2023-2024.<sup>3</sup> For 2023/24, it is a requirement for schools to develop a transitional one-year plan as a minimum. However, schools are encouraged to now return to a three-year school development planning cycle. Moving forward all schools should have a three-year plan in place from the 2024/25 academic year. In 2023 the school initiated the process to move forward with a 3 year development plan for 2023/24 to 2025/26.

The Board of Governors, have a legislative duty to prepare, monitor, review and revise the School Development Plan. In practice this is delegated to the Principal who will work alongside the staff and Board of Governors in producing the SDP and will be responsible for implementing the necessary actions and strategies to bring about improvement. While this is delegated to the Principal, it remains, the Board of Governors responsibility for agreeing to and formally approving the SDP.

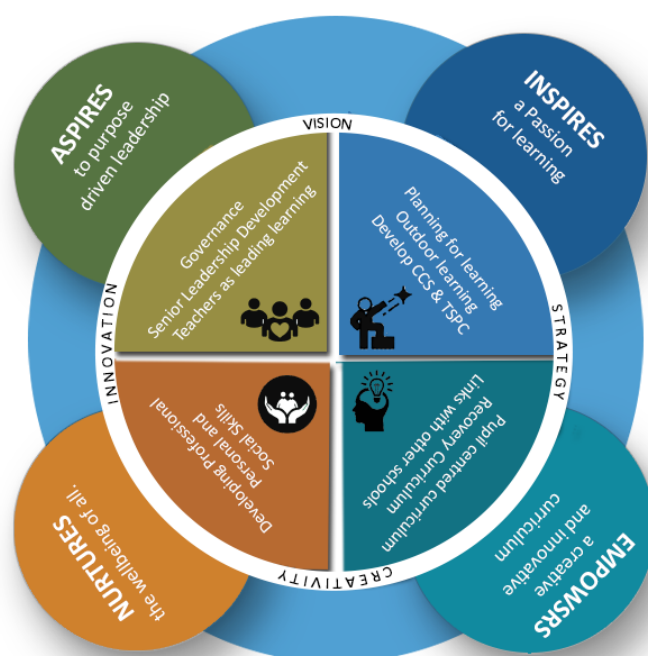
Article 13(3) of the 1998 Education Order places a duty on Boards of Governors, through the scheme of management, to prepare, and periodically revise, a school development plan. In doing so, Boards of Governors are required to consult the principal and consider any guidance provided by the Department of Education, the Education Authority, and also any inspection findings

<sup>3</sup> Guidance to Boards of Governors and Schools on School Development Planning. Department of Education. 9<sup>th</sup> June 2023

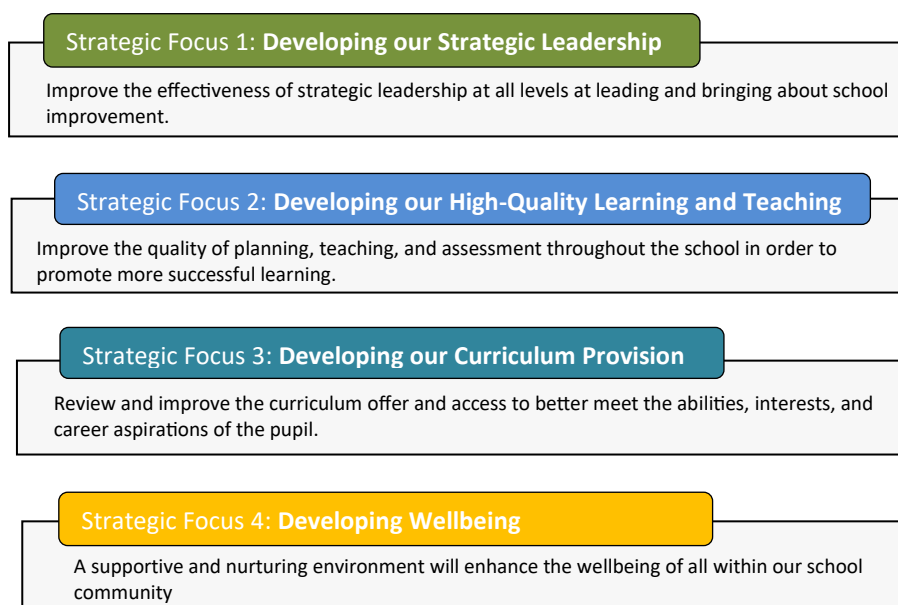
At Fleming we believe that this should be a co-constructionist process and Governors and the Principal work closely on the School Development plan and extending to other key stakeholders.

At the heart of the school development process at Fleming Fulton, we have 4 overarching themes, through which we:

- **Aspire**  
to a purpose driven Leadership
- **Inspire**  
a passion for Learning
- **Nurture**  
a safe, caring, supportive, purposeful environment ensuring the wellbeing of all through creative and innovative curriculum provision
- **Empower**  
through creative and innovative curriculum provision



These key themes translated into 4 strategic themes:







## Key Principles School Development Planning

- The school's leadership team values the contributions of staff, leading to an increased sense of ownership and greater breadth of commitment.
- Staff at all level are encouraged to undertake a leadership role and supports a culture of self-evaluation.
- There is appropriate consultation and involvement of others in the SDP process, including governors, pupils, and parents.
- Whole school priorities are identified, through a systematic approach to self-evaluation and successfully integrated into the work of the school.
- There is a strong focus on the quality of pupils' learning, alongside targets to support pupils' health and well-being.
- There are arrangements for the regular and systematic review and evaluation of progress, as prioritised in the school development plan.

Throughout the year work continued on the development of the leadership and management of the school through the working practice of the senior leadership team and the Governors. The Principal led on key aspects of school improvement through a series of leadership dialogues, with the senior leadership team, reflecting on their roles as senior leaders in the school. The Governors engaged with the SLT on a collaborative session on school development planning, which was very beneficial and which we would look to extend. To further develop the leadership capacity within the school, it was felt that a formal programme of professional learning would be a productive way forward and that 'Leadership Matters,'<sup>4</sup> would be a suitable programme for this development. Initial work has started, with a view to the programme starting next academic year.



Communication was an important theme this year and Governors and SLT reviewed and reflected how they communicate within our school community. Governors are exploring how they can more actively engage with the staff and parents through the school website, school events and information booklets. Current working plans were adapted to reflect this. As a school we are continuously reviewing our communications to see how we best meet the needs of staff and parents.

As the transitional plan was working through, plans were put in place to initiate and develop the School Development Plan for 2023 – 2026. An important aspect was consultation with the school community.

A parent consultation workshop on the school development plan was delivered alongside a questionnaire being sent to parents. Consultations also took place with staff and Governors. This provided valuable feedback on a number of areas of school development, including, the mission statement for the school, (which has been revised in light of parent and staff feedback) areas in which the school is doing well and areas in which the school needs to develop.

Through consultations and evaluation, key priorities and strategic themes were identified to provide a pathway for improvement for 2023 – 2026:

1. Review curriculum across all departments to ensure it meets needs of pupils
2. Review methods of assessments – tracking, data, progress. Look at new baselining tools.
3. Develop teaching strategies across the school to ensure consistency.
4. Focus – Communication Friendly School.
5. Review and update long term planning across all key stages.
6. Further develop pupil acquisition of life skills / independence skills

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<sup>4</sup> Leadership Matters. Andy Buck. <https://www.leadershipmatters.org.uk>

“Every teacher is a learning leader, accomplished in working collaboratively with all partners in the interests of children and young people.”<sup>1</sup>



## Staff Professional Development

Throughout the year teachers and classroom assistants engaged in a variety of professional learning opportunities.

Professional learning opportunities for teaching staff included:

- Lego therapy
- Team Teach – Level 1 and 2
- Manual Handling (CAs)
- Feeding INSET (CAs and Principal)
- Use of visuals
- Safeguarding

Professional development time after school was impacted by action short of strike which teaching unions advised their members follow as part of the ongoing pay dispute.

As part of developing the capacity of the senior leadership team and teaching staff, the school enrolled in the Leadership Matters Programme. The programme has 3 learning pathways for Aspiring Leaders, Middle Leaders and Senior leaders. This programme will underpin and form the basis for staff professional development in line with the school development plan.







# 04

WORKING TOGETHER TO DESIGN

## A CURRICULUM FOR ALL

Excellence is at the heart of all of Fleming Fulton's work, and we strive to find the best possible approaches in all aspects of our provision. We strive to ensure that all children and young people receive a varied, engaging, and appropriate curriculum offer, developed to ensure an experience which both challenges and excites, motivates, and engages and celebrates individuality and personal achievement. This contextual approach has become increasingly important as the children's complexity of learning need increases.

While there is a 'statutory' curriculum to be addressed, at Fleming Fulton, we advocate for the curriculum to be designed to meet the needs of the children and young people rather than trying to make the children fit a curriculum model which is inappropriate and which does not consider their particular strengths and diverse approaches to learning.



# PLANNING

## A CURRICULUM FOR ALL

At Fleming Fulton curriculum planning is central to meeting the learning needs of the children and young people and we believe they are **entitled** to a curriculum that includes a range of features and learning experiences at each of the different stages throughout their time at Fleming Fulton. For the children and young people in Fleming Fulton we are working towards a curriculum where they experience:

- a curriculum which is **coherent** from 3 to 19
- a **broad general education**, including the experiences and outcomes which are well planned across all the curriculum areas, from nursery through to Key stage 3
- a **senior phase** of education at Key Stage 4 and Post 16 which provides opportunity to obtain qualifications as well as to continue to develop opportunities for developing cross curricular skills, thinking skills and capabilities with a continuous focus on literacy, numeracy, career progression and health and wellbeing
- **support** in moving into positive and sustained destinations beyond school.

The school follows the requirements of the Northern Ireland Curriculum (NIC) and this is the starting point for planning the school curriculum to meet the needs of individual children and young people in Fleming Fulton. The NIC allows for both professional autonomy and responsibility when planning and delivering the curriculum. The NIC framework provides flexibility to organise, schedule and deliver the experiences and outcomes in ways that meet the needs of all learners, but also provides reassurance about consistency where necessary.



“ The Northern Ireland Curriculum sets out the minimum requirement that should be taught at each key stage. Within these requirements, schools have a responsibility to provide a broad and balanced curriculum for all children and schools should aim to give every child the opportunity to experience success in learning and to achieve as high a standard as possible. ”

The full range of opportunities provided by the NIC at each key stage are outlined in the CCEA 'Big Picture of the Curriculum': (Appendix 1)

- The Big Picture of the Curriculum at Primary
- The Big Picture of the Curriculum at Key Stage 3
- The Big Picture of the Curriculum at Key Stage 4

In creating our curriculum, we have considerable flexibility to make decisions about how best to interpret and combine the requirements and what value we can add in order to provide a high quality curriculum appropriate to the needs of the children and young people in Fleming Fulton. While we have a focus on meeting the requirements of the statutory curriculum we have been conscious of the impact that the COVID pandemic will have had on our children and young people (and the school community) and an aspect of our curriculum development has been to look and see how we can enhance and expand our contribution to promoting good mental health and well-being amongst our pupils at all stages of development, identifying any emerging mental health needs and referring those pupils on to health professionals for support and treatment where appropriate. Teachers structure activities to address these issues, and our health professionals incorporate strategies into their practice, while our school counsellor is readily available to work with pupils.





# THE NURSERY DEPARTMENT@ FLEMING FULTON



The Nursery Department aims to create a flexible, learning environment in which each child will be given the opportunity to develop physically, intellectually, socially, and emotionally with the guidance and support of members of the school's interdisciplinary staff. All learning takes place through a structured learning programme in a relaxed and friendly atmosphere and through the medium of play.

At the start of the year, there is a phased programme to admit children into the nursery environment, and a familiar adult is asked to stay with them until they feel secure. Physiotherapy, Occupational Therapy and Speech and Language Therapy sessions are included during the Nursery day as is appropriate for each child. It is the policy of the Nursery to provide a wide range of

learning interactions through appropriate play materials and experiences, following the Northern Ireland Curriculum in a pro-active and child centred manner. The programme during the course of a year may include day trips to places of interest, participation in an Outdoor Pursuits, Nativity Play, and Sports Day.

The Nursery is a time of assessment during which children receive education, therapy, and medical care. Close liaison is maintained with parents to keep them up to date with their child's progress. Together, staff and parents agree on the optimum Primary School placement for each child.



“

Play gives children the opportunity to develop physical competence and enjoyment of the outdoors, understand and make sense of their world, interact with others, express and control emotions, develop their symbolic and problem-solving abilities, and practice emergent skills. Sage Publications

”

# THE PRIMARY DEPARTMENT@ FLEMING FULTON

In Primary , all pupils follow the Northern Ireland Curriculum (NIC)

The primary phase comprises:

## The Foundation Stage

- Years 1 and 2. Age 4-6

## Key Stage 1:

- Years 3 and 4, Age 7-8

## Key Stage 2:

- Years 5, 6 and 7 Age 9-11

The NIC is centred on 7 areas of Learning and Religious Education



### Areas of Learning

- The Arts
- Language and Literacy
- Mathematics and Numeracy
- Personal Development and Mutual Understanding
- *Science and Technology*
- Physical Education
- The World Around Us
- Religious Education

Cross Curricular Skills and Thinking Skills and Personal Capabilities will be integrated into the programme of learning alongside the areas of learning.



### Cross-Curricular Skills

- Communication
- Using Mathematics
- Using ICT



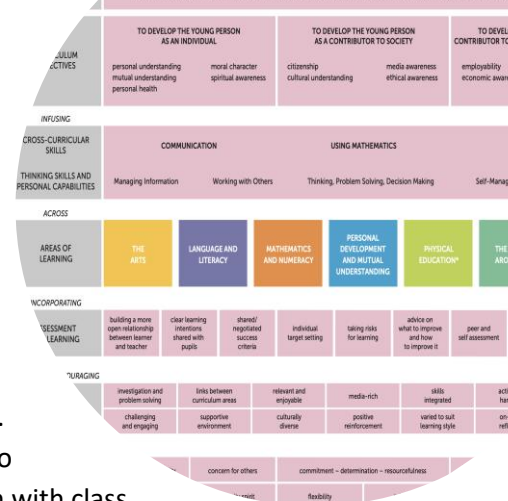
### Thinking Skills and Personal Capabilities

- Managing Information
- Working with Others
- Thinking, Problem Solving and Decision Making
- Self-Management
- Being Creative





The Primary Department consists of seven mixed ability, peer group classes each containing a maximum of ten children. Each year group has a class teacher and at least one classroom assistant. In keeping with current educational practice, P1 and P2 (Foundation Stage) follow the curriculum which aims to develop children's capacity for effective learning through a carefully structured development programme. Key Stage one pupils are those children in P3 and P4 and the Key Stage Two classes are P5, P6 and P7. All pupils follow the Northern Ireland Curriculum with class work differentiated at levels to suit their abilities and requirements. Preparation for First Communion and Confirmation is offered at the appropriate ages.



The Northern Ireland Curriculum has six learning and skills areas with three cross-curricular skills running across each one which allow for topic-based teaching, thus providing greater flexibility and choice for the children's learning. We are very fortunate to have PE and Music provided by the subject specialist teachers in the Post-Primary department. We have excellent Alternative and Augmentative Communication (AAC) and assistive technology support within the school to help provide all our pupils with access to the curriculum.

The classroom assistants and teachers work closely together in every class to ensure that the differing physical and learning needs of each pupil are met. As with the rest of the school, Primary pupils receive on-going therapy treatments in the course of their school day, with their needs being regularly monitored through review procedures. The multidisciplinary nature of our school allows for regular contact between all departments to provide full support for each pupil both at school and at home. Parents are encouraged to maintain a close contact with us and we regularly share information between home and school in a variety of ways, such as through the daily diary system, See-saw, parent/teacher meetings, on-site clinic visits, events, and others.



At the end of their Primary education, we aim to make pupils' transition to the Post-Primary department as smooth as possible. We achieve this through the more formal aspects of consultation and meetings with the teachers and through informal planned activities for the P.7 pupils.

Our concern in the Primary Department is always for the well-being and development of the whole child. Such a holistic approach also aims to develop each pupil to be as independent a young person as possible both within the society of the school and the wider community.





## What do we look for in our Curriculum?

- **Holistic** – Promotes academic, moral, spiritual, creative, emotional development alongside mental and physical wellbeing as equally important.
- **Rigorous** – Seeks to engage all aspects of the formal and informal curriculum.
- **Connected**– Makes explicit connections and links between the different areas of learning and experiences encountered.
- **Vertically Integrated** – Focuses on progression and transition through the Key stages and Post-16
- **Appropriate** – Looks to match activities and experiences to the pupil's individual needs
- **Relevant** – Seeks to connect the curriculum to the real life experiences of the pupils being taught it; provides opportunities for pupils to make informed choices.

# THE POST PRIMARY DEPARTMENT@ FLEMING FULTON

In Post Primary , all pupils follow the Northern Ireland Curriculum

The **post primary** phase comprises:

## Key Stage 3:

- Years 8,9 and 10 Age 11-14

## Key Stage 4:

- Years 11 and 12. Age 14-16

## Post 16:

- Years 13, 14 and 15. Age 16-19



### Areas of Learning

- The Arts
- Language and Literacy
- Mathematics and Numeracy
- Modern Languages
- Science and Technology
- Environment & Society
- Learning for Life and Work
- Physical Education
- Religious Education



### Cross-Curricular Skills

- Communication
- Using Mathematics
- Using ICT



### Thinking Skills and Personal Capabilities

#### Key Stage 3

- Managing Information
- Thinking, Problem Solving and Decision Making
- Being Creative
- Working with Others
- Self-Management

#### Key Stage 4

- Problem Solving
- Working with Others
- Self-Management





All Teaching Staff are subject specialists giving a breadth of knowledge and experience. Lessons are differentiated according to need and technology used to assist where appropriate. Pupils are entered for accredited examinations at a suitable level and an Annual Awards Ceremony takes place to recognise their achievements.

All pupils follow Personal Learning Plans to ensure their specific needs are being met. Classroom Assistants are assigned to a class group and attend to the physical needs of the young people as well as assisting and encouraging independence with learning. During their time in the Post-Primary Department the curriculum is supplemented to ensure that the young people have the skills to assist them in their adult life be that socially, physically, or academically.

There is no statutory requirement for Curriculum at Post-16, and pupils may remain in Fleming Fulton until they are 19. A Transition Programme prepares pupils for work and life after school. A range of qualifications are offered to meet the needs of pupils – both on an academic and vocational level and with regard to personal and social development and may be delivered in partnership with external agencies.



## Careers Education and Guidance

The ethos of Fleming Fulton School carries through into the preparation for life beyond school. This is reflected in many of the activities and events pupils experienced throughout the year such as Café 13, and the mini company Fleming Fulton aims to facilitate pupils to develop skills and qualities to make the most of their life choices and follow the career path suitable to their individual needs.

Careers Education will be delivered through the 6 strands of Careers Education Information Advice and Guidance which are:

1. Careers Education
2. Career Planning
3. Employability Skills
4. Work Related Learning
5. Careers Information
6. Careers Advice and Guidance

Careers Education from Year 10 is delivered through the Employability module of Learning for Life and Work.

At Key Stage 4 and Post 16 provision is made through Accreditations in Employability Areas. Skills developed are transferable to English, ICT, Home Economics, and other subject areas.

In Post 16 pupils engaged in work experience, visit places of work, and potential placements, where an appropriate link will be set up. From Year 10 onwards pupils had the opportunity to visit Careers Fairs, visit Employers, engage with local entrepreneurs, set up and organize a mini- company, prepare CV's, etc.







## **Entitlement Framework**

Through the Entitlement Framework we work with post primary pupils aged 14 and above to try and provide greater choice and flexibility by providing them with access to a wide range of learning opportunities, relevant to their needs, aptitudes, interests, and their future career aspirations.

Within Fleming Fulton the focus of the Entitlement Framework ensures that our approach to curriculum planning means that every young person in our care has access to appropriate, relevant and achievable courses that offer recognisable and transferable progression for each individual learner. We have been working hard; introducing new courses and learning programmes which will best meet the needs of our young people. It is very important to us that we offer a wide and better balanced range of courses that are applicable to the needs, aptitudes, interests, and futures of all of our pupils.

Fleming is a member of the South Belfast Area Learning Community enabling us to extend when appropriate courses we offer to our young people. Schools in our learning community include, Glenveagh School and a number of Primary, Secondary and Grammar schools in the South Belfast Area



## **Statutory Annual Reviews of Each Child's Statement of Special Educational Needs**

During the year the pupils will have their annual review, this is an important meeting and provides the opportunity for parents to come together with the multi-disciplinary team; teachers, classroom assistants and health professionals to discuss their child's progress and needs. A written report is sent to parents giving them information about their children's progress from the multi-disciplinary team responsible for their care at the school.

In the course of the school year there maybe times when member of staff or parent may feel that more appropriate educational provision might be made for a particular child in another mainstream or special school. The matter parents can discuss with the school and if necessary the request is processed through our annual review procedure.



A woman with brown hair, wearing a black and white patterned top, is kneeling in a garden. She is looking down at a small tree sapling that a young girl with dark hair, wearing a blue long-sleeved shirt, is holding. They are both focused on the task. The background shows a garden path and some greenery.

05

WORKING TOGETHER TO ENGAGE IN

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**LEARNING BEYOND  
THE CLASSROOM**

At Fleming Fulton learning and educational experience extends well beyond the classroom through a wide and varied range of extracurricular activities, school and parent led initiatives, community engagement and partnership engagement.





## EXTENDING BOUNDARIES FOR LEARNING

At Fleming Fulton we recognise the importance of outdoor play/learning and the positive impact it can have on children and young people's wellbeing. It can lead to improved behaviour and makes it easier for children and young people to build friendships, while providing opportunities to test and develop appropriate social interactions. Children learn how to communicate, share, deal with conflict, all the while having fun in a low-stress environment.

Exploring the world outdoors through programmes such as the Prince's Trust can help children to overcome challenges and learn new skills, building their resilience, and boosting their self-confidence. And this in turn has a positive impact on their mental health. Providing these opportunities for the children and young people to express their personality, experience personal satisfaction, enjoyment and achievement increases motivation and general happiness which we believe all children deserve to experience.

One of the key benefits of outdoor play is the range of sensory experiences that children encounter. Children are exposed to nature and can connect with the environment in a more meaningful way. It also promotes a wide range of physical skills, including balance, coordination, and dexterity, in a natural environment. Additionally, outdoor play provides an opportunity for children to take reasonable risks and challenge themselves, which is essential for healthy child development.



“ The research presented, considering children with SEND's outdoor learning experiences ..... found that the children in the study communicate with peers, demonstrate leadership and independent skills, relate new knowledge to prior experiences and engage in learning when learning outside. The need for children with SEND to participate in outdoor learning is important and it matters to their well-being, as well as their progress, both academic and social. K. Glanville

”





The school has a variety of outdoor spaces, which provide a stimulating environment for the children and young people. The forest trail provides not only stimulating walk for the children but an opportunity to learn and interact with nature with guided prompts and information points, though sometimes just rolling back a log to reveal the creepy crawlies underneath can be just as exciting.

The outside environment also includes a wildlife garden, vegetable plot, pond, and memorial garden. This year there has been considerable effort put into improving the outdoor environment for pupils. The 'green' areas in particular have been tidied and improved particularly by the team from Price Waterhouse Cooper as part of their, 'One Firm, One Day volunteer event.

While the outdoor environment creates lots of formal and informal opportunities to extend pupils learning and experiences, their learning is also extended through a wide variety of extra-curricular activities and school-based programmes and initiatives.



**Café 15** continues to be a very popular and successful initiative. The café run by senior pupils, gain valuable life skills, and develop key personal capabilities such as self-management, working with others and problem solving, while displaying important attitudes and dispositions such as personal responsibility, commitment, resourcefulness, concern for others and self-belief. The pupils also achieve a very worthwhile qualification which is delivered in conjunction with running the café (CCEA Occupational Studies). An additional side effect of the café is the benefit to the health and wellbeing of the staff who are able to socialise together, over a cup of coffee and a delicious home baked treat, not forgetting the famous sausage rolls.



The **mini enterprise business unit** provides the opportunity for pupils to display their business acumen. Pupils learn to work with others, plan and develop business ideas and bring them through to fruition by running their own mini business. Running the business enables the pupils to be resourceful, take personal responsibility as well as be open to new ideas and be flexible. This year the Young Enterprise Team interviewed for jobs in the Year 13 Mini Company. The interviews were held in Harberton School, adjacent to our school. This helped to provide a more authentic experience where pupils had to travel and then interview in an unfamiliar environment. They impressed the interview panel and were all appointed to positions in 'Gifted,' the name of this year's mini company. And as always were a great success.

"Outdoor education doesn't just engage students with complex needs in the curriculum, it teaches life skills too."

Guardian 2016

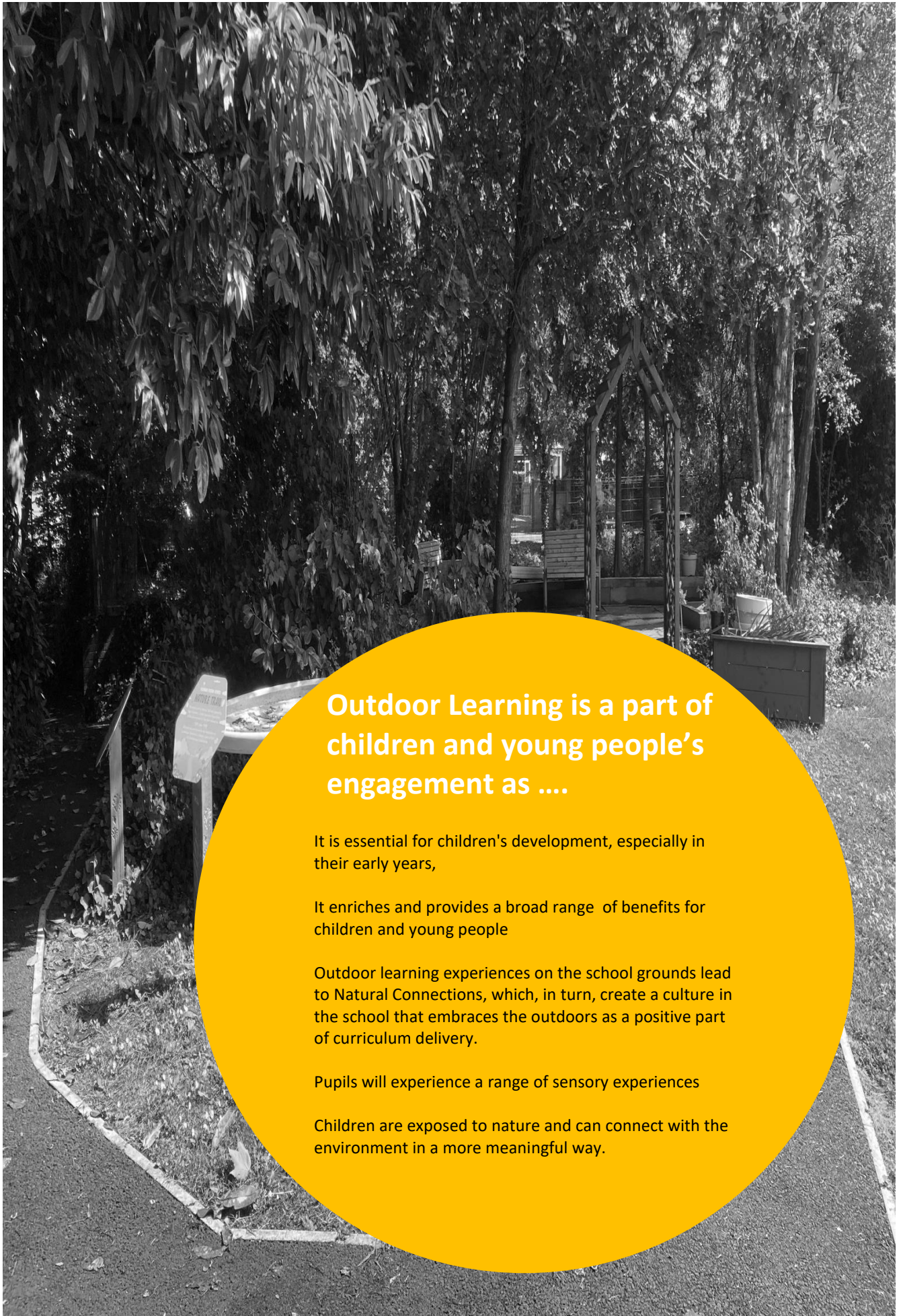


“

At 'Gifted,'  
we don't mind you,  
minding our  
business

”





## Outdoor Learning is a part of children and young people's engagement as ....

It is essential for children's development, especially in their early years,

It enriches and provides a broad range of benefits for children and young people

Outdoor learning experiences on the school grounds lead to Natural Connections, which, in turn, create a culture in the school that embraces the outdoors as a positive part of curriculum delivery.

Pupils will experience a range of sensory experiences

Children are exposed to nature and can connect with the environment in a more meaningful way.



The **student council** met on a monthly basis to discuss issues important to them within the school. The form class representatives take their roles very seriously and there is usually a lively meeting with lots of discussion and ideas each month.



“

I was the class rep in Year 9. This was a great opportunity as it helped and gave me confidence to find my voice within the school.

”

Through the student council pupils develop key skills and capabilities such as self-management, negotiation, working with others and problem solving. As they become more confident, they learn to represent the views and interest of others and find not only their own voice but a voice for their fellow pupils.



The **Makaton choir** has been a great success with pupils and it's amazing to see the confidence the children have. The choir meet every Friday with post primary teacher Dee McKim and speech and language therapist Natalie Wray. They have developed a great repertoire of songs and have made a recording of Impossible by James Arthur. (check out the school Facebook Page or Belfast Live). The pupils have worked very hard from September working on a variety of songs and developed a real sense of camaraderie and have fun and enjoy being with their friends.



Pupils in the senior school have enjoyed **Social Sports** every Thursday, Pupils get the opportunity to try out a number of accessible sports including, boccia, polybat and curling. As well as the physical benefits and learning new skills, pupils have the opportunity to socialise with their friends in a relaxed learning environment.



While we have our formal curriculum and learning programme, there are also many opportunities throughout the year where pupils are engaged in learning and developing social skills, but don't realise it. One such instance is the **Christmas dinner**; the school community comes together to celebrate and enjoy a meal together with friends and have dinner served by a rather tall elf! And his colleagues. This is made possible by another key part of the team at Fleming Fulton, the catering staff who work throughout the year to make sure the children and young people are well fed and catered for and we appreciate everything they do for the pupils.



This year the **school formal** was held at the Crowne Plaza. This is an event which the young people, family and staff look forward to every year with the opportunity for the young people to come together with friends and staff to celebrate their time at Fleming Fulton. This is a key aspect of the young people's transition as they move from school onto the next stage of their lives and learning as they become young adults.



A man with a beard is painting a mural on a wall in a school hallway. The mural features a large white oval and a blue diagonal stripe. In the background, a group of people, including a person in a wheelchair, are walking through the hallway. The scene is brightly lit, and the atmosphere is collaborative.

06

## WORKING TOGETHER TO FOSTER **COMMUNITY ENGAGEMENT**

‘Community is an attitude and feeling of connectedness. When educators, parents, other citizens, and organisations work together to help students succeed, they strengthen the sense of community in and beyond the school’.

(Epstein, 2016)



## DEVELOPING PARTNERSHIP THROUGH COMMUNITY ENGAGEMENT

The development of community partnerships and multi-agency working, is an area which the school continues to develop. These partnerships provide opportunities to extend and enhance pupil provision and provide authentic learning and social experiences. Community engagement and partnership working can support the school's family engagement work, strengthen our school, and enrich school life.

By developing community partnerships, we can potentially tap into a valuable source of support that can strengthen our school. At Fleming there are several types of networking with external agencies that we are involved in:

- Working with people, businesses, and other organisations in the local community in which the school is situated in order to enrich the curriculum, share resources, access expertise, get sponsorship, run joint projects, and develop a knowledge and understanding of the school and also an understanding of what the businesses do.
- Multi-agency working to support the pupils and their families.
- Working with other schools in the South Belfast Area Learning Community to share good practice.



The school continues to work closely with the Belfast Health and Social Care Trust, such is the relationship with the trust they are not seen as a partner, but rather as an integral part of the school community. Their contribution to the children and young people's health and wellbeing cannot be underestimated.

There is a well-developed multi-disciplinary approach in place, with collaboration across all departments in school and working in the best interests of the children and young people. To the children and young people their appointment with the physio, occupational therapist or speech and language therapist is something they look forward to, possibly to do with the warmth of the reception, the care they receive and not to mention the humour and laughter often heard when passing the therapy rooms.



## Occupational Therapy

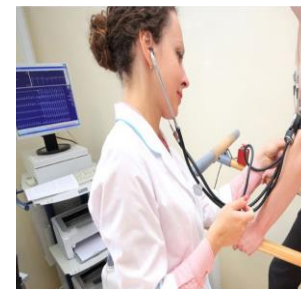


Throughout the year, the Occupational therapists assess and treat children from Nursery through to school leaving age. Treatment sessions are arranged to meet the needs of each child and may consist of individual sessions, group treatment, joint treatment sessions with physiotherapy and speech and language therapy departments, or classroom based therapy sessions.

Areas of assessment and treatment include develop of:

- Gross and fine motor skills
- Sensory skills
- Upper limb and arm function
- Upper limb splinting if required
- Computer access
- Seating and postural management
- Wheelchair assessment
- Wheelchair skills training
- Independence in personal activities of daily living
- Independence in domestic activities of daily living
- Perceptual skills
- Community skills training

All treatment and activities are carried out in partnership with parents and carers. Home visits are arranged as required and contact is maintained with the community occupational therapist with regard to provision of appropriate equipment and adaptations at home. The occupational therapist works closely with education staff, therapy staff, and other agencies. They are an integral part the School Transition Team to ensure the school leaver is adequately prepared for life after school.





## Physiotherapy Department



A physiotherapy service is provided as appropriate throughout the school. Each child is assessed and aims of treatment established. Input includes timetabled individual or group therapy sessions. The physiotherapist liaises closely with parents and school therapy and classroom staff to ensure that management is consistent throughout the day. Hydrotherapy and Riding for the Disabled are available as appropriate. Wheelchair clinics for the provision and modification of basic wheelchairs are hosted in school by the technical officer, these clinics enable the children to be assessed within a familiar environment.



Physiotherapy services at Fleming Fulton School aim to enable each child to achieve their optimum mobility and function. Parents are welcome to arrange to meet with their child's physiotherapist and discuss or view treatment sessions as required. Physiotherapy treatment begins for the pre-school child by means of a referral from a paediatrician. In school, treatment is given as part of the pupil's timetable.

Classroom staff ensure consistent handling and positioning throughout the school day. The physiotherapist also works very closely with the parents so that management and treatment are continued at home. Each child with a physical disability requires individual assessment and treatment, with the ultimate aim of Physiotherapy being to enable the achievement of optimum mobility and function.

## Speech and Language Therapy Department



The Speech and Language Therapy Department offers advice, support, and treatment for children with speech and language and feeding difficulties throughout the school. The Speech and Language Therapy Department is comprised of full-time and part-time therapists and a Speech and Language Therapy assistant. The Speech and Language Therapy team is involved in:

- Developing pre-linguistic skills
- Encouraging and developing all means of communication.
- Developing pupil's comprehension and expressive language abilities which include expanding vocabulary and developing sentence structure.
- Comprehensive assessment of children's eating and drinking abilities and intervention where appropriate. This is done in close liaison with other professionals and parents.
- Developing children's oro-motor skills and phonology (sound system).
- Developing the use of appropriate social skills in conversation.
- Developing fluency and voice quality.
- Assessment of the need for and the use of alternative and augmentative systems of communication. These systems include Picture Communication symbols (PCS), Makaton signs, picture boards and the use of higher technological communication devices.
- Provision of formal and informal training e.g., staff/parents.

The Speech and Language Department is committed to working as part of the multidisciplinary team including work within the classroom setting. We work closely with parents and carers to ensure the best possible treatment for all children.



## Community Engagement assists us to ...

**Increase school capacity, by:**

- bringing in resources and enriching the curriculum,
- providing access to community expertise,
- increasing the range of work placements
- harnessing new ideas, and creative thinking
- developing networks and build relationships
- sourcing opportunities for sponsorship or help with fundraising or other resources such as venues.

Make a positive contribution to the wider community life and be relevant to our community.

Bring professionals together from a range of agencies to achieve good practice in working together. This way of working will help the school and professionals to address the needs of a family from a holistic perspective and can ensure that all parties involved contribute to a plan of action and achieve a care plan which meets all of the child or young person's needs.





This year the school has extended its engagement with Price Waterhouse Cooper through their, 'One Firm, One Day' volunteer event. Over 100 volunteers came into the school to work on the outdoor environment. There was no time wasted as the volunteers got to work transforming the outdoor landscape, paths were cleared, green areas weeded, hedges and grass cut, planters replenished and 2 skips were quickly filled. The group created quite a buzz around the school with pupils curious to see what was going on. The outdoor environment is so important to our pupils and the work that PWC did will have a real impact on the pupils wellbeing and the learning they do in this environment.



While many of the volunteers were working hard outside, a group of volunteers were adding their artistic talents to the indoors. Two new murals were created in the corridors, one on the theme of space and a second on landmarks of Northern Ireland. The volunteers worked tirelessly throughout the day and though not completed on the day; they came back the next week to complete them. The 2 murals make such a difference to the environment in the school. If you are ever in the school, do make a point of asking to see them.



The outdoor environment was very much a focus of our partnerships this year with Danske volunteers working to make a difference for the children and young people. Their invaluable contributions to our gardens and nature trails in both materials and volunteer hours have transformed a patch of unloved ground into an accessible space where all of our pupils can grow vegetables, soft and orchard fruits.



The school Pollinator Grant from 'Live here Love Hers,' and work by JT's Sheds and Joinery provided the garden with a new look. A new pergola over the and provided support native climbing plant, wood and brick bug hotels were installed for visiting creepy crawlies, alongside interactive furniture, a giant story chair and seating arbours.







07

WORKING TOGETHER TO CREATE A \_\_\_\_\_

## SUPPORTIVE & INCLUSIVE ENVIRONMENT FOR LEARNING

To have a positive learning experience and make progress, children need to feel safe, secure, and valued. At Fleming Fulton we recognise the moral and statutory responsibility placed on all staff including supply staff, and volunteers to safeguard and promote the welfare of children and young people. Safeguarding and child protection are central to the work of the School in fostering the wellbeing of the children and young people.



## A CONTEXT FOR LEARNING

### SAFEGUARDING & PASTORAL CARE

At Fleming Fulton School, we have and take very seriously our responsibility for the safeguarding and child protection of the children in our care and we will carry out this duty by providing a caring, supportive, and safe environment, where each child is valued for his or her unique talents and abilities, and in which all our young people can learn and develop to their full potential.

The school continues to operate a clearly defined and active system for safeguarding and pastoral care with staff operating agreed policies and procedures which are regularly reviewed, revised and shared with parents annually and available on the School's website.

The following are members of the school's Safeguarding Team:

- **Chair of the Board of Governors**  
Mr Bill Latimer
- **Designated Governor for Child Protection**  
Mrs Rosemary McNaughton
- **Principal**  
Mrs Karen Hancock
- **Designated Teacher (DT)**  
Mrs Sharon Cummings
- **Deputy Designated Teacher (DDT)**  
Mrs Anne Marie Gallen

Safeguarding is more than just having a policy in place; it begins with promotion and preventative education which enables children and young people to grow up safely and securely in circumstances where their development and wellbeing is promoted. At Fleming Fulton it includes support to families and early intervention to meet the needs of children and continues through to child protection.



#### Principles of Safeguarding

- The child or young person's welfare is paramount;
- The voice of the child or young person should be heard;
- Parents are supported to exercise parental responsibility and families helped stay together;
- Partnership;
- Prevention;
- Responses should be proportionate to the circumstances;
- Protection; and
- Evidence based and informed decision making.



“ A safe learning environment involves every aspect of creating a positive experience for pupils . The physical space is one important element, but equally important are the relationships between pupils, teachers, and the learning community as a whole. ”

In Fleming Fulton, we aim to work closely with parents/carers/guardians in supporting all aspects of their child's development and well-being. Any concerns a parent may have will be taken seriously and dealt with in a professional manner.

The DT/DDT work together closely and are the first point of contact for safeguarding concerns. Their role throughout the year involves:

- The induction and training of all school staff including support staff.
- Being available to discuss safeguarding or child protection concerns of any member of staff.
- Having responsibility for record keeping of all child protection concerns.
- Maintaining a current awareness of early intervention supports and other local services e.g., Family Support Hubs.
- Making referrals to Social Services or PSNI where appropriate.
- Liaison with the EA Designated Officers for Child Protection.
- Taking the lead responsibility for the development of the school's child protection policy.

Child Protection training is carried out every year with all staff and the Board of Governors to ensure that they are up to date on current requirements and know and understand their responsibilities in identifying and reporting possible cases of abuse.

Board of Governors and staff attend professional learning opportunities throughout the year related to their area of responsibility. The safeguarding team maintain awareness of all statutory developments in child protection and review and amend policy, and procedures accordingly. The Designated Teacher and the Deputy Designated Teacher will when appropriate attend case conferences relating to pupils progress.







## Our Safeguarding Policy and Procedures set out to ...

**Prevent:** by creating a positive school atmosphere and providing high quality teaching and pastoral support to pupils;

**Protect:** by following agreed procedures and ensuring staff are appropriately recruited, trained, and supported to respond appropriately and sensitively to Safeguarding concerns;

**Support:** by providing support for pupils and school staff and for children who may have been or are being abused.

The Principal, Designated teacher/Deputy Designated Teacher, and Safeguarding Governor, will assist the BoG to fulfil its safeguarding and child protection duties, keeping them informed of any changes to guidance, procedure or legislation relating to safeguarding and child protection, ensuring any circulars and guidance from DE are shared promptly. Safeguarding is a standing item at all Board of Governor meetings.

This year the school entered Operation Encompass which is a partnership between the Police Service of Northern Ireland (PSNI), the Safeguarding Board Northern Ireland (SBNI), the Education Authority (EA) and schools. The scheme aims to develop stronger partnerships to support children who witness domestic abuse or violence at home .

To support our Safeguarding Policy, we have additional policies and procedures in place to make sure that the children and young people feel safe and secure and are learning in an inclusive and welcoming environment.

We have reviewed and adapted our positive behaviour policy by developing improved ways of addressing, and reducing, incidences of challenging behaviour; reducing the number of rules and making them more comprehensible to children; redefining a range of rewards and consequences; promoting staff skill in the use of calming techniques; gaining greater consistency and simplicity in the recording, reporting and referral of behaviour incidents. In accordance with DE guidelines, we annually update the procedures for supporting pupils with medication needs. We provide coaching and feedback to support teachers in using appropriate methodology to meet children's individual needs. We have in place a system to monitor visitors' and a contractors' while they are in school. We maintain close links with the EA's educational welfare and psychology services.

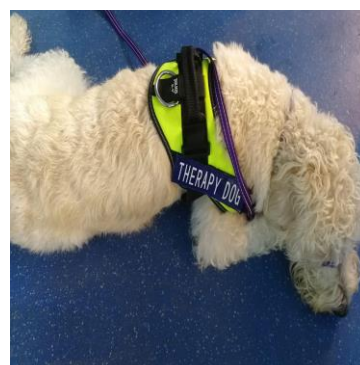


## Policy to Support Safeguarding

- Anti-Bullying Policy
- Positive Behaviour Policy
- Code of Conduct
- Complaints policy
- Data protection Policy
- Educational Visits
- E-Safety Policy
- Health and Safety Policy
- Intimate Care
- Relationships and Sexuality Education
- Acceptable use of ICT
- Use of Reasonable Force

The school counselling service is a very important element in providing for the wellbeing of the children and young people. Our counsellor is able to focus on the individual's needs and provide a safe space to help them to understand and cope with what they're going through. Counselling has been shown to have a positive effect on children and young people's confidence, resilience, sense of self-worth, family relationships, friendships, school attendance and progress.

A key aspect of addressing the wellbeing of the children and young people is through the school therapy dog Mac. Mac is a key member of the school staff and makes a significant contribution to the pupils mental health and wellbeing. Like the other staff members Mac has his timetable and will spend his day visiting classrooms and interacting with the children and often children will request for Mac to come to their Class.



Mac interacts with a range of children , including autism, behavioural problems, children with little or no speech and those who have difficulty focusing and sitting still. Also, children who have physical difficulties often find that their bodies relax under the touch of a dog and the dog will motivate movement such as crawling, walking, moving and exercising limbs. A child that is encouraged to give commands to a dog may also learn that it is a good feeling when the dog carries out their command. Even just being around dogs, playing with them, handling them, even just watching them can help to calm, reduce stress, increase physical activity and motivation, relieve depression and anxiety.



The Board of Governors and the Principal in exercising their duty of care towards the staff and pupils, take an active interest in the wellbeing of the staff and children and young people as evidenced by their:

- Attendance at school educational and social events
- Regular review of all policies and procedures
- Monitoring of the school inventory
- Monitoring of challenging behaviour incidents
- Monitoring health and safety in school
- Completing an annual environmental risk analysis and child protection checklist
- Providing an annual governor's report to parents
- Being responsible for the recruitment and selection of staff
- Annual inspection of premises

As a school the children and young people are our first priority and through policy, and practice we endeavour to provide a safe, secure, and supportive environment for the children and young people in our care.





A background image showing two business professionals in a meeting. On the left, a man in a white shirt and striped tie gestures with his hand over a document with charts. On the right, a woman in a light-colored blazer points at a tablet device. The scene is brightly lit, suggesting an office environment.

08

GETTING TO KNOW ABOUT THE SCHOOL

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## FACTS & FIGURES



## A CONTEXT FOR LEARNING

### THE SCHOOL ESTATE

At Fleming Fulton our school buildings are on a single level, and all areas are accessible to pupils. We have many specialist teaching facilities including an environmentally controlled classroom, a home economics suite, technology and design centre, a computerised music laboratory, business studies suite and science laboratory. A significant resource to the school is the full sized indoor swimming pool and hydrotherapy pool. Due to essential maintenance, the swimming pool was out of use for a period of time, but with the maintenance completed, the pool continues to be very popular with the pupils and we are delighted to continue to offer use of this invaluable resource to other special schools within the Belfast area.

The start of the school year saw 2 rooms being refurbished and repurposed into classrooms. A year 8,9,10 class was able to move from the library in December to one of these new classrooms, and the new admission P1 pupils were able to start in their new classroom in December 2022.

Work on our outdoor environment around the pond area has been further developed following receipt of a grant from Danske Bank – outdoor learning / biodiversity project. This has allowed us to further develop our outdoor spaces allowing pupils to benefit from safe outdoor repurposed areas.

We were delighted to welcome Price Waterhouse Cooper (PWC) to school in May as part of their 'One Firm, One Day' volunteering programme when 150 employees were kept busy making a significant contribution to our outdoor and indoor environment with garden maintenance, painting, and the addition of new creative murals.

A group from the Prince's Trust, complimented their work by upgrading the indoor environment, painting and colour coding the Nursery, Primary and Post-Primary departments. And a sincere thank you to them for improving the learning environment for our children and young people.





“Creating a positive environment is necessary in order for teachers to teach effectively and for students to be engaged and receptive to learning. A sense of belonging can be impacted by artistic expression in schools with the placement of murals and visuals. Facilities in good condition, including low noise levels, cleanliness, high indoor air quality, appropriate heating and cooling, access to clean water, and absence of overcrowding are not only conducive to instruction and learning, but essential for student and staff overall health and well-being.”

Our partnership work has helped considerably with the school environment; however, it is also important to acknowledge the work of the building superintendent and his team and the school hygiene team for the work they do in the school to maintain the standard of the school buildings. The work they do creates a safe, secure, and hygienic learning environment for the children and young people as well as the whole school community.

With age, the school physical environment continues to provide challenges<sup>5</sup> and while the school continues to provide a high level of service to the pupils and community it is in essential need of modernisation and refurbishment – to reflect a truly 21<sup>st</sup> century learning environment. This is something the Governors and school leadership are aware of and will continue to challenge and lobby the EA and DE and other stakeholders, to ensure that the children and young people at Fleming Fulton have the same equality and access to the highest standard of school provision (The built environment), as pupils in other special and mainstream schools are accorded.



<sup>5</sup> The inspection report in May 2013, identified and recorded that, ‘the school buildings and limited outside play areas are inadequate for the needs of the pupils.’



## PUPILS @ FLEMING FULTON

### THE SCHOOL DAY

The school day at Fleming Fulton is always busy and packed with activity. Pupils travelling by bus, taxi, or private car may arrive at school from 8.30 am onwards and are welcomed by classroom assistant and staff. Once in class pupils will have a busy day ahead, engaging with classroom activities, indoors and outdoors, and interacting with their friends.

“Always remember you are braver than you believe, stronger than you seem, and smarter than you think.” -

Christopher Robin

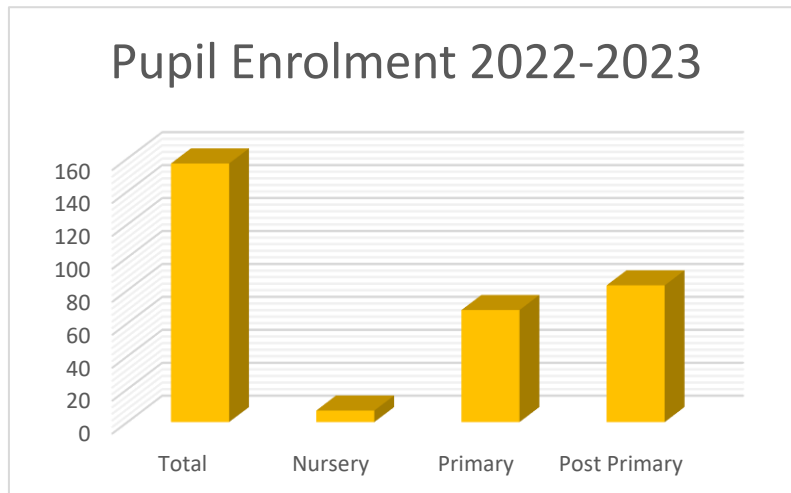
### The School Day

Primary and Post Primary Pupils	
Time	Activity
08.50 am	Transfer to classrooms
09.00 am	Classes begin
09.45 am	Morning break
10.00 am	Mid-morning classes
12.00 – 12.45 pm	Post-Primary Lunch
12.30 – 1.45 pm	Primary Lunch
12.45 pm - 3.00 pm	Post-Primary afternoon classes
1.45 pm - 3.00 pm	Primary afternoon classes
3.00 pm	Departure

## PUPILS @ FLEMING FULTON

### ENROLMENT

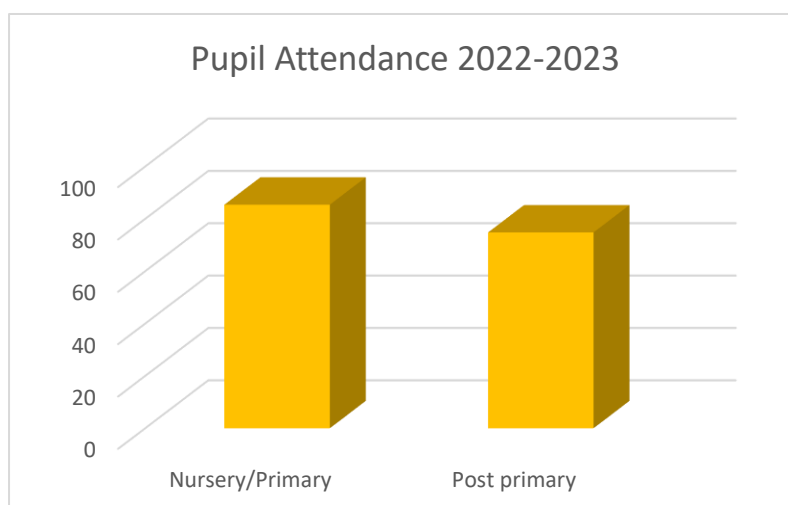
In 2022 – 2023 the total number of pupils enrolled was 157. In the Nursery department there were 7 pupils, 68 in the Primary Department and 83 in the Post Primary Department.



## PUPILS @ FLEMING FULTON

### ATTENDANCE

In 2022–2023 the attendance in the Nursery and Primary Departments was 85.4% and in the Post Primary Department it was 74.8%



# MONEY MATTERS @ FLEMING FULTON

## FINANCE



A vital aspect of school management is the management of the finances allocated to the school. The governors have a responsibility to plan, control, administer and allocate the school budget in the best interests of the children and young people in the school. Special Schools have a partially delegated budget and do not fall under the LMS regulations. Financial allocations concerned with the running of the school and staffing matters remain the responsibility of the Education Authority. There is a school fund to support the work of the school in supporting pupils across the curriculum.

<b>School Fund Account</b>	
<b>1st Sept 2022 – 30<sup>th</sup> June 2023</b>	
<b>Opening Balance</b> On 1st Sept 2022	£12,668.21
<b>Income</b> 1st September 2022 – 30 <sup>th</sup> June 2023	52,395.03
<b>Expenditure</b> 1st September 2022 – 30 <sup>th</sup> June 2023	£27,268.21
<b>Closing Balance</b> On 30 <sup>th</sup> June 202	£25,126.82

### WHOLE SCHOOL CHARITY FUND-RAISING EVENTS

Throughout the year there are a range of charity fund-raising events. Always one of the most popular is the MacMillan Coffee morning in September, which raised £1,303.40



A close-up, slightly blurred photograph of a young child with blonde hair and blue eyes, looking directly at the camera. In the background, other children are visible, including one with a wide smile wearing a green shirt. The overall tone is warm and candid.

09

THE LAST WORD

WHAT THE PUPILS THINK

“

I've made many new friends during my time at Fleming. I always say hello to everyone when they come into class or I pass them in the mornings.

”

“

I have had many achievements during my time here; swimming awards, Duke of Edinburgh Bronze award, City and Guilds Certificate through the Leonard Cheshire project.

”

“

I have been on many trips and participated in many activities, including rock climbing, canoeing, abseiling, arts and crafts, geo-caching, and caving.

”

“

As I've matured over the years I have come to realise that my disability doesn't make me different and that everyone accepts each other for who they are. The staff and the pupils here are like a second family to me.

”

“

I loved all the staff that worked with me over the years, but the one I will always cherish and remember is Mechelle Farmer .... I will never forget the positive impact she made throughout my time in school

”

“

I have made many lifelong memories and friends during my time here. I know many new and exciting adventures are on the horizon

”

“

I loved taking part in boccia and swimming. I have many happy memories of school.

”

“

I was the class rep in Year 9. This was a great opportunity as it helped and gave me confidence to find my voice within the school.

”

“

I loved sports day, especially when I won a race. I was ecstatic when I was chosen as class rep. One of my favourite things about school is getting to see and spend time with my friends

”

“

I have enjoyed being with all my friends, it is like a second family here and everyone is very funny and kind.

”

“

I was the class rep in Year 9. This was a great opportunity as it helped and gave me confidence to find my voice within the school.

”



# 10

## Appendix

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- The Big Picture of the Curriculum at Primary
- The “Big Picture” of the Curriculum at Key Stage 3
- The “Big Picture” of the Curriculum at Key Stage 4



# The "Big Picture" of the Curriculum at Primary



CURRICULUM AIM	The Northern Ireland Curriculum aims to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives.									
CURRICULUM OBJECTIVES	TO DEVELOP THE YOUNG PERSON AS AN INDIVIDUAL			TO DEVELOP THE YOUNG PERSON AS A CONTRIBUTOR TO SOCIETY			TO DEVELOP THE YOUNG PERSON AS A CONTRIBUTOR TO THE ECONOMY AND ENVIRONMENT			
	personal understanding mutual understanding personal health	moral character spiritual awareness		citizenship cultural understanding	media awareness ethical awareness		employability economic awareness	education for sustainable development		
INFUSING										
CROSS-CURRICULAR SKILLS	COMMUNICATION									
THINKING SKILLS AND PERSONAL CAPABILITIES	Managing Information	Working with Others	USING MATHEMATICS				USING ICT			
			Thinking, Problem Solving, Decision Making				Self-Management		Being Creative	
ACROSS										
AREAS OF LEARNING	THE ARTS	LANGUAGE AND LITERACY	MATHEMATICS AND NUMERACY	PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING	PHYSICAL EDUCATION*	THE WORLD AROUND US	RELIGIOUS EDUCATION			
INCORPORATING										
ASSESSMENT FOR LEARNING	building a more open relationship between learner and teacher	clear learning intentions shared with pupils	shared/ negotiated success criteria	individual target setting	taking risks for learning	advice on what to improve and how to improve it	peer and self assessment	celebrating success	peer and self evaluation of learning	
PROMOTING/ENCOURAGING										
LEARNING EXPERIENCE	investigation and problem solving	links between curriculum areas	relevant and enjoyable	media-rich	skills integrated	active and hands on	offer choice			
	challenging and engaging	supportive environment	culturally diverse	positive reinforcement	varied to suit learning style	on-going reflection	enquiry based			
FOSTERING										
ATTITUDES AND DISPOSITIONS	personal responsibility	concern for others	commitment – determination – resourcefulness			openness to new ideas		self-confidence		
	curiosity	community spirit	flexibility	tolerance		integrity moral courage		respect		

\*Physical Development and Movement at Foundation Stage

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## The "Big Picture" of the Curriculum at Key Stage 3



CURRICULUM AIM	The Northern Ireland Curriculum aims to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives.									
CURRICULUM OBJECTIVES	To develop the young person as an individual			To develop the young person as a contributor to society			To develop the young person as a contributor to the economy and environment			
FOR										
LEARNING FOR LIFE & WORK	PERSONAL DEVELOPMENT		HOME ECONOMICS		LOCAL AND GLOBAL CITIZENSHIP		EMPLOYABILITY			
THROUGH										
KEY ELEMENTS	personal understanding mutual understanding personal health		moral character spiritual awareness		citizenship cultural understanding		media awareness ethical awareness		employability economic awareness education for sustainable development	
INFUSING										
CROSS-CURRICULAR SKILLS	COMMUNICATION			USING MATHEMATICS				USING ICT		
THINKING SKILLS AND PERSONAL CAPABILITIES	Managing Information		Working with Others		Thinking, Problem Solving, Decision Making			Self-Management		Being Creative
ACROSS										
AREAS OF LEARNING	THE ARTS	ENGLISH (IRISH in Irish Medium Schools) with Media Education	ENVIRONMENT AND SOCIETY	MATHEMATICS with Financial Capability	MODERN LANGUAGES	PHYSICAL EDUCATION	SCIENCE AND TECHNOLOGY	RELIGIOUS EDUCATION		
PROMOTING / ENCOURAGING										
LEARNING EXPERIENCE	investigation and problem solving	links between curriculum areas	relevant and enjoyable	media-rich	skills integrated	active and hands on	offer choice			
	challenging and engaging	supportive environment	culturally diverse	positive reinforcement	varied to suit learning style	on-going reflection	enquiry based			
ASSESSMENT FOR LEARNING	building a more open relationship between learner and teacher	clear learning intentions shared with pupils	shared/ negotiated success criteria	individual target setting	taking risks for learning	advice on what to improve and how to improve it	peer and self assessment	celebrating success	peer and self evaluation of learning	
ATTITUDES AND DISPOSITIONS	personal responsibility	concern for others	commitment – determination – resourcefulness			openness to new ideas		self-belief – optimism pragmatism		
	curiosity	community spirit	flexibility		tolerance		integrity moral courage		respect	

## The "Big Picture" of the Curriculum at Key Stage 4



CURRICULUM AIM	The Northern Ireland Curriculum aims to empower young people to achieve their potential and to make informed and responsible decisions throughtout their lives.								
CURRICULUM OBJECTIVES	To develop the young person as an individual			To develop the young person as a contributor to society			To develop the young person as a contributor to the economy and environment		
INFUSING									
CROSS-CURRICULAR SKILLS	COMMUNICATION			USING MATHEMATICS			USING ICT		
THINKING SKILLS AND PERSONAL CAPABILITIES	Self-Management			Working with Others			Problem-Solving		
ACROSS									
AREAS OF LEARNING	THE ARTS	LANGUAGE AND LITERACY	ENVIRONMENT AND SOCIETY	STATUTORY LEARNING FOR LIFE AND WORK	MATHEMATICS with Financial Capability	MODERN LANGUAGES	STATUTORY PHYSICAL EDUCATION	SCIENCE AND TECHNOLOGY	STATUTORY RELIGIOUS EDUCATION
TO MEET									
THE STATUTORY REQUIREMENTS THROUGH THE KEY STAGE 4 ENTITLEMENT FRAMEWORK	All post-primary schools must provide learners with access to at least 21 courses at Key Stage 4.*								
	At least 1/3 should be general courses.			At least 1/3 should be applied courses.			1/3 are optional.		
TO PROMOTE									
THE RELEVANCE OF LEARNING TO EVERYDAY LIFE AND WORK	Personal Development	Healthy Living	Citizenship	Community-Based Learning	Employability	Entrepreneurship			
	Career Education	Career Planning	STEM	Work-Related Learning	Education for Sustainable Development	Financial Capability			
INDEPENDENT AND LIFELONG LEARNING	Supportive Learning Environment	Learner-Centred Pedagogy	Active Enquiry-Based Learning	Critical Thinking Skills	Metacognition (Thinking about Thinking)	Assessment For Learning			
ATTITUDES AND DISPOSITIONS	Personal Responsibility	Concern For Others	Commitment	Determination	Resourcefulness	Openness To New Ideas	Self-Belief	Respect	
	Optimism	Pragmatism	Curiosity	Community Spirit	Flexibility	Tolerance	Integrity	Moral Courage	

\* See the DENI website at [www.education-ni.gov.uk](http://www.education-ni.gov.uk) for a list of approved courses at Key Stage 4.

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