

## Special Educational Needs and Disabilities Information Report

**Headteacher:** Miss Liz Horrobin

**SEN Governor:** Mrs Paula Iles

**SENCO:** Miss Grace Evans

**Inclusion Manager:** Mrs Siobain Chase

### **1. How does the school identify children who have special educational needs?**

Children's progress is monitored carefully and progress meetings take place every term between class teachers and the senior leadership team to discuss those children who might not be making expected progress. The class teacher will discuss specific children with the SENCO / Inclusion Manager and the decision may be taken to undertake further assessments to help identify any special educational needs the child may have. Parents are kept fully informed about this process and their views are sought. The school holds termly parent consultation evenings which are an ideal time for parents and carers to raise any concerns they may have, but staff are always available outside this time to discuss any concerns. If you think your child may need additional support or you are worried about your child's progress, please talk to the class teacher or Miss Evans.

### **2. How will the school support my child? What type of support will my child receive?**

Ferndale provides inspirational, quality first teaching to all children. Those children who have been identified as having special educational needs, will receive additional support. Resources are allocated in consultation with the Head Teacher, SENCO and Inclusion Manager, according to the needs of the child. Some children may need considerably more support than others. The amount, type and frequency will depend on the needs of the individual child. Sometimes this will be done in class, either by the class teacher or teaching assistant. Sometimes, the child might be taken out of class to work on a specific programme, either 1:1 or in a small group.

We believe in giving children the skills to develop their independence and so it is unusual for them to have full-time Teaching Assistant support. The SENCO and Inclusion Manager will monitor the programmes in consultation with the class teacher. Activities within class are differentiated to the needs of each child. Sometimes, this means that the support or resources given may be different; at other times the work may be different.

### **3. How will I know how my child is doing?**

Your child's teacher is always happy to make an appointment to discuss your child's progress. There are other regular opportunities to keep in touch with your child's progress in school, including:

- Parent Consultation Evenings and open afternoon – three times a year
- Annual report to parents
- Values Assemblies

#### **4. What specialist services and expertise are available through the school?**

The school buys in support from the Educational Psychology Service and Targeted Mental Health Service (TaMHS). Access to these is prioritised on a needs basis. We also refer children where necessary to other services such as Speech and Language Therapy, Occupational Therapy, Swindon Autism Support Service and the School Nurse.

#### **5. How accessible is the school and how will my child be included in activities outside the classroom?**

Ferndale is an inclusive school and tries at all times to ensure that activities, including after-school clubs, can be adapted to the needs of our pupils. When planning trips (including residential trips), we liaise with parents to ensure that the adaptations made are appropriate for the individual.

The school has disabled parking and toilet facilities and is accessible, although not all classrooms are fully accessible. The school is supported by the Advisory Teacher for Physical Disability when any additional equipment is required and by the Advisory Teachers for children with a hearing or visual impairment, as and when required.

#### **6. How will the school prepare and support my child to join the school or transfer to a new school?**

We believe in finding out as much as possible about the needs of our children before they join us and have an extensive induction programme in Reception, where we work closely with parents, nurseries and pre-schools to find out about the needs of the individual. At the end of their time at Ferndale, we liaise with the next school so that they have a full understanding of the child's needs. If appropriate, additional visits to the next school are set up.

#### **7. Who can I contact for further information?**

The first point of contact is always your child's class teacher. The SENCO and Inclusion Manager are also available to discuss more specific concerns.

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