



## Special Educational Needs and Disabilities Information Report 2023

**School name:** Ferndale Primary School

**Head teacher:** Beccy Nolan

**Designated teacher for looked after children:** Tracey Challoner

**Special Educational Needs & Disabilities Co-ordinator (SENCo):** Tracey Challoner

**Contact details:** 01793 332425 [admin@ferndale.bluekitetrust.org](mailto:admin@ferndale.bluekitetrust.org)  
[www.ferndaleprimaryschool.co.uk](http://www.ferndaleprimaryschool.co.uk)

### **School Context:**

Ferndale Primary school caters for children from 3 years old (Nursery) through to 11 years old (Year 6). We are a mainstream school but are also fully inclusive. We do not have a specialist resource provision, although there are a variety of additional needs within the school. Currently there are pupils with Autism, a range of sensory needs, specific learning difficulties, physical disabilities, speech, language and communication difficulties, and those with Social, emotional, mental health difficulties in our community.

**Admissions:** The admissions policy for the school follows that of the Local Authority.

### **1. What kinds of SEND are provided for at Ferndale Primary School?**

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

**Special Educational Needs:** A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

**Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Pupils with SEN have difficulties or disabilities that make it harder for them to learn and access the curriculum compared to most pupils of the same age. These pupils will need extra or different help to help them achieve to their fullest potential.

As an inclusive primary school, we value every child's individuality and believe all children should have the opportunity to achieve to their fullest potential, regardless of their starting point. Although we do not have a specialist resource provision unit, we provide a range of support to suit the needs of children with all SEND including:

- **Cognition and Learning needs** - this includes children who have learning difficulties and specific learning difficulties such as dyslexia.
- **Communication and Interaction needs** - this includes children who have speech, language and communication difficulties including autistic spectrum condition.
- **Social, Emotional and Mental Health needs** – this includes children experiencing anxiety, emotional regulation difficulties and children with ADHD and ADD.
- **Sensory and/or Physical needs** - this includes children who have visual or hearing needs, or a physical disability that affects their learning, children with fine or gross motor skill difficulties and epilepsy.

## **2. What are the policies for identifying children and young people with SEND and how do we assess their needs?**

The Special Educational Needs and Disabilities Code of Practice 2014 lies at the heart of Ferndale's SEN policy. It sets out the processes and procedures followed to meet the needs of SEN pupils including a graduated response of support, which recognises that pupils learn in different ways and can have different types of SEN. This graduated response has been approved by the local authority and the SEN policy can be found in the SEND section of our school website.

Children's progress is monitored and assessed through observation, questioning and marking, this takes place by class teachers all the time. Three times a year the children are also assessed by their class teacher in a more formal way. If a child is not making expected progress, if they are not achieving the attainment expected for their age or if they are experiencing social or emotional difficulties which are impacting on their progress, the class teacher shares this information with parents and the graduated response begins. Concerns about the child's progress can also be raised by the Senior Leadership Team or parents.

Working with the child and their parents, the teacher writes a personalised plan of support for the child, known as a My Learning Plan (MLP). The plan includes goals for the child, a progress tracker and specific support that will be implemented, including interventions and booster sessions. The MLP also records the child's views of their strengths and areas they need support with, a list of things that help them to learn in the classroom (resources and strategies), goals they want to achieve to make progress and their parents' views. The teacher also completes the Needs Checker and Identification Criteria documents from the Swindon Core Standards for SEND. These detail the concerns and evidence to support them.

Progress meetings are held periodically throughout the year 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 Team 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.

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
- Annual Reviews for any children with an EHCP

- Sharing of a My Learning Plan

Full details on identifying children with SEND and the graduated response can be found in our SEND Policy on our school website.

### **3. How are parents of children with SEND involved in their child's education**

We believe that parents play an important role in helping children with SEND achieve their fullest potential. At Ferndale, we work in partnership with parents. Three times a year parents meet with their child and class teacher to discuss their child's MLP. Progress towards achieving the goals set is reviewed, parental knowledge of what works best for their child is shared and a plan of further support agreed.

If a child has an EHCP, parents are invited to attend and contribute to an annual review meeting. Outside agencies supporting the child are also invited, providing parents with an opportunity to talk about their child's needs with these professionals. Long term outcomes and provision are reviewed and short term goals are set.

When a child has ongoing complex difficulties, an Early Help Record and Plan may be set up. Parents, working with the SENCo, class teacher and relevant professionals, write a set of actions and support for the child. This is followed with Team Around the Family meetings, involving the parents, SENCo and other agencies.

Parents meet with class teacher twice a year to review their child's MLP, and to discuss their child's progress and behaviour for learning. Parents are given a plan of the topics being covered in each area of the curriculum. Throughout the year, the class teacher and SENCo are available to offer practical advice on how parents can support their children at home.

Every week, parents, parents of children with SEND are sent a SEND SPLASH newsletter, written by the local authority. The newsletter informs parents of key SEND information and directs parents to the Local Offer website where there is a wealth of information. This information is available on our website and on the Local Offer website.

At Ferndale, we recognise the value of parents supporting their children at home. This year all year groups are holding information sessions for parents, so teachers can give them an overview of what their child will be learning and how they can help them at home.

### **4. How are children with SEND consulted and involved in their education at Ferndale?**

We believe that children with SEND usually have an awareness of their own needs and what support works for them.

We put 'My Learning Plans' (MLP) in place for those pupils who may need extra interventions and support to access their learning. We will share this with them and ensure they understand their next steps and learning goals. We will discuss with them the areas they may struggle with and feel they need more support with. Their views are recorded on their MLP at the beginning of each year and they are encouraged to participate in planning their outcomes and reviewing their progress in achieving them.

If age or ability appropriate, children with an EHCP are invited to attend part of their annual review meeting. They also complete the 'This is Me' booklet, often with support of a trusted adult in school. The

booklet is a record of their strengths, areas to work on, what they would like their support to look like and their future goals.

Where fitting, children are invited to contribute to Early Help assessments and subsequent TAF meetings. The child's MLP is shared at these meetings, to ensure that the child's voice is heard, even if they are unable to attend.

Children are also consulted about their education through child voice sessions, these sessions are led by the curriculum leads. Children's opinions on different areas of their learning are gathered, fed back to all staff and have an impact in shaping their future education. This year the SENCo will be holding child voice sessions to contribute to the whole school vision and how we can all lead the learning to improve outcomes.

Our Inclusion Team are available to speak with all children about their feelings and views regarding school life and this includes those with SEN. We also consult with all children to inform our policies such as the Behaviour Policy and the Anti-Bullying policy.

## **5. What are the arrangements for assessing and reviewing children's progress towards their outcomes?**

At Ferndale, we follow a robust monitoring and assessment cycle throughout the school year, full details of which are outlined in our Assessment Policy. Assessment is an important part of the 'Assess, Plan, Do and Review' cycle followed in our graduated response.

All pupils who require additional support are added onto our Pupil Provision map in order to monitor the provision put in place and review its impact. It allows us to see what has been tried already and what works best for individual children's development.

We review the My Learning Plan goals and outcomes regularly to ensure they are still relevant and create new goals once previous ones are met. As well as monitoring academic progress, the SENCo tracks achievement of MLP outcomes. Concerns are flagged up by the SENCo who meets with the class teacher and often the child to discuss addressing possible issues.

EHCP annual review meetings, between the SENCo, parents and staff, provide an opportunity to track the progress of short and long term outcomes.

The SENCo covers classes, providing teachers the opportunity to review with TAs the impact of planned interventions and booster sessions. The outcomes of these reviews dictate the interventions, boosters and children's targets for the following term. The SENCo monitors the impact of interventions and booster sessions. Analysis of the impact feeds into the staff training programme and the sharing of good practice.

The SENCo and Senior Leadership Team track the progress and attainment of all children over three points in the school year. We use Target Tracker to monitor progress and highlight areas that may need further support and intervention. Any child not making sufficient progress is identified. The SENCo meets with the class teacher and often the child to look at possible barriers to learning.

## **6. How are children supported in moving between phases of education?**

The transition between key stages and year groups is an important time in a child's education. At Ferndale, we believe that a planned, smooth transition enables a child to move between these phases with the minimal impact on their emotional wellbeing and progress.

We believe in finding out as much as possible about the needs of our children before they join us. If children are starting with us in Nursery we complete Home Visits during which time we gather as much information as possible about the child starting with us- including whether you have any SEN concerns.

We 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 children joining us. If a child has been identified by their pre-school setting as having additional needs, the SENCo and Foundation Stage teacher will meet with the pre-school staff to agree a transition plan. Often this includes the SENCo and Foundation Stage teacher visiting the child in their current setting and meeting parents. Information about areas of need, best ways to support the child and possible triggers are shared. The child is also given photos of their new classroom and the adults they are working with, which the parents can share with their child over the summer holidays.

Before moving into the next year group in school, the child and their teacher meet to review and update their MLP, ensuring information about what the child feels works best for them and the areas they feel they need additional support in are current. The MLP is shared with the new class teacher, along with any other key information in transition meetings held during the final term. Photos of their new classroom and the adults they will be working with is given to the child before the holiday and additional visits to see their new class and teacher can be organised.

If children join us part way through their Primary school phase we have a full handover with their previous school to gather any necessary information as well as consulting with their parent/carer.

When a child with SEND is in year 5, conversations between the SENCo, child and parents begin about the move to secondary school. If a child has an EHCP, the SENCos of potential secondary schools are invited to attend the annual review.

At the end of the child's time at Ferndale in year 6, 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. If the child has an EHCP or TAF meetings then the SENDCo of the child's secondary school is invited to attend these meetings along with the parents. Information about areas of need and best ways to support the child are shared and additional transition meetings offered. Once the child has moved to their new school key SEND documentation, including the child's last MLP is passed on.

## **7. What approach is used to teach children with SEND**

At Ferndale, we strongly believe that all teachers are teachers of children with SEND. Most pupils have their needs met through Quality First Teaching. To ensure all children are included and have access to the lessons, teachers plan small group and 1:1 additional support, interventions and booster sessions. Led by the class teacher or TAs, the impact of this support is closely monitored by the class teacher and SENCo.

Our interventions and boosters include: Phonics groups, Daily 1:1 reading, precision reading, precision spelling, writing groups, maths groups, Clicker, Memory groups, SPARKS, fine/gross motor groups,

For children with an EHCP checklists are kept of the provision and support they are entitled to, outlined in section F of their EHCP.

## **8. How are adaptations made to the curriculum and the learning environment of pupils with SEN?**

Ferndale is an inclusive school and tries at all times to ensure that activities, including afterschool clubs, can be adapted to the needs of our pupils.

Our teachers are skilled at making reasonable adjustments to their planning and teaching to meet the diverse range of needs and learning styles in their class. Differentiation is approached in a range of ways, with tasks and activities planned to encourage independence and a sense of achievement.

For some children with an EHCP, the curriculum and topics covered are adapted to meet their specific learning needs and interests, helping them reach their long and short term agreed outcomes.

At the start of the academic year, members from the visual impairment team, physical disabilities team and hearing support team visit the school site and classrooms to assess the accessibility. They observe the children who access these services and gain their views on how suitable the learning environment is for them. Advice from these teams is promptly implemented whenever possible.

In addition, the Headteacher and SENCo, carry out a learning walk to check all classrooms are set up to create the best learning environment. Curriculum leads assess the appropriateness of learning during classroom observations. Good practice is shared and any areas of concern are addressed rapidly.

Finger grips, fiddle toys, coloured overlays, coloured page exercise books, wobble cushions, ear defenders, writing slopes, break cards, individual timetables, quiet areas/safe places and sensory toys are some of the additional resources used by children with SEND across the school.

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 due to the historical nature of the building.

## **9. What expertise and training do the staff who support pupils with SEN have?**

All the staff at Ferndale have experience and training in working with a variety of children- including those who require additional support. Our staff all take part in regular whole school training days where this knowledge and expertise is built upon. We also have a few staff who have specific SEN expertise and training.

Our SENCo, who has three years' experience in the role at Ferndale, works closely with the other SENCos in the Blue Kite Trust, sharing good practice and developing knowledge. She is currently completing the NASENCO qualification. Attending meetings with the SEND BRICKS, share and solve hubs, SEN conference and network meetings, keeps our SENDCo up to date on training and latest information, and gives her the opportunity to learn further.

All teachers and TAs receive inhouse training from the SENCo or outside professionals on supporting children with SEND. Areas of development are identified through Teacher and TA appraisals, monitoring of the impact of interventions and booster sessions, observations of teachers and TAs, and learning walks. We are also looking at the effectiveness of interventions and how these are implemented across the school to ensure that all children receive high quality support.

We also have two ELSA trained staff in school- Emotional Literacy Support Assistants- who are trained to deliver programmes of work to support with areas such as social skills, anxiety and self-esteem.

This year two of our teaching assistants have received MELSA training to support learning in the classroom. They will disseminate their training to other staff during Spring and Summer terms.

The Lighthouse Early Intervention Support Team have worked with staff supporting children with significant SEMH needs. One staff member of the Lighthouse team has received the mental health lead training and supports our school with this.

#### **10. How is the effectiveness of the provision made for children and young people with SEND evaluated?**

Our SENDCo closely monitors the effectiveness of the provision made for pupils with SEND in the following ways:

- Working with the Senior Leadership Team (SLT), tracking progress and attainment three times a year
- Monitoring the impact of interventions and boosters, three times a year
- Reviewing attainment and the progress tracker on the child's MLP and updating provision maps, three times a year
- Reviewing long and short term EHCP outcomes through annual reviews
- Book scrutiny with SLT
- Pupil voice sessions
- Parent questionnaire – this will be sent out this year from the Blue Kite Trust and once a year from now on.

#### **11. How are the children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEND?**

As an inclusive school, all children with SEND are included in school activities, including school trips and after school clubs. Relevant support is provided where necessary, either from school staff or the parents/carers of children with significantly high levels of need and communication difficulties.

#### **12. What support is there for improving the emotional and social development of children with SEND?**

At Ferndale, our aim is to develop every child's social and emotional skills, helping them to build healthy friendships and providing them with the qualities and characteristics to face future challenges. We look for, and celebrate, the values within each other, such as resilience, responsibility kindness and bravery.

We follow the Jigsaw PSHE programme and Metacognition activities every week. In addition, children are able to speak to trusted adults; they are taught that we are a listening school. Children are taught what to do if they believe they are being bullied or what to do if they have concerns and worries, they can use the class worry box.

We have a mental health lead within our inclusion team who ensures that the mental wellbeing of everyone in school is paramount.

We access the BeU, an early help mental health service. Our practitioner is able to work with individuals with mild to moderate mental health issues, including low anxiety, low mood, phobias, difficulty with anger and self-esteem issues.

Our inclusion team, part of the Lighthouse early intervention team, meets regularly with referred to children and their families. Through the Lighthouse service we are also able to access play therapy, in class support, play therapy and counselling sessions for children with more significant SEMH needs.

We have a specialist SEN TA who will runs focussed groups in the afternoon, these include; time to talk, attention and listening, Life skills, and Young Carer.

Older pupils in the school are trained as peer mentors, who support children at breaktime, showing them how to resolve social issues at breaktime. On the playground we have prefects who support children, we also have planned to have friendship benches installed on the playground, where any child who is unable to find a friend to play with can sit in the knowledge that one of their peers will invite them to play.

We have welcomed a therapy dog to our school this year and he is very popular with many children with SEMH needs who benefitted greatly from sessions with him. Over the coming year we would like to introduce the dog to more children across the school.

### **13. How are other professionals and outside agencies included in meeting children and young people's SEND and supporting their families?**

At Ferndale, we recognise the valuable part other professionals play in supporting children with SEND. Their expertise identifies strategies and advice to help children with their development. Outside agencies are invited to attend TAF and annual review meetings. Their reports are shared with teachers and parents. Actions and strategies are added to MLPs, provision maps, and EHCP provision.

We work with:

- Autistic Spectrum Condition outreach team
- Cognition, Learning Advice and Support Service
- Community Paediatricians
- Educational Psychologist
- Hearing Support team
- Local authority SEND team
- Lighthouse Early Intervention Support (SEMH service through Blue Kite)
- Educational Psychologist (through Blue Kite Lighthouse)
- Occupational Therapist
- Physical disabilities team
- School nurse
- Social Workers
- Specialist Paediatric Physiotherapist service
- Speech and language therapy
- Swindon Assistive Technology Service
- Swindon Autism Support Service
- Targeted Mental Health Services
- Trailblazers outreach team
- Visual Impairment Support team

### **14. What are the arrangements for supporting pupils who are looked after by the local authority?**

Looked after children have a Personal Education Plan and regular meetings with carers, social workers, the Virtual School for looked after pupils, class teacher, SENCo and our school designated teacher for looked



after children. The child's views are gained before the meeting and where appropriate the child is invited to join the meeting. The PEP sets out goals and actions with associated costs which ensure the pupil's allocated LAC funding is spent correctly.

We currently have one child who is looked after by Swindon authorities.

**15. What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?**

We would handle complaints related to SEN provision much the same as we would any other type of complaint. If you have a concern or worry please speak with your class teacher and the SENCo in the first instance to see if it can be resolved this way. If you are not satisfied with the outcome you may wish to take your concern to the headteacher.

If you have any complaints then please see the Blue Kite complaint policy, available on the website.

In some cases, additional support for parents can be accessed through the Swindon Information and Advice service and Swindon Family Voices, links found in the SEND section of the school website.

**16. What is the school's contribution to the Local Offer and where is the LA local offer published?**

Ferndale's contribution the Local Offer can be found on our school website and on the Local Offer at <https://localoffer.swindon.gov.uk/home>