



FERNDALE

PRIMARY SCHOOL

Ferndale Primary School
Ferndale Avenue
Great Barr
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Ferndale's Focus Provision

Ferndale currently has 5 children accessing Focus Provision places for pupils with Complex Communication Needs and ASC (Autistic Spectrum Condition). These places were allocated by the Local Authority who work closely with the Complex Communication and Autism Team, parents, pupils and school to determine that Focus Provision is the appropriate placement for each individual.

Please note that additional Focus Provision places are no longer available.

Criteria For Complex Needs

Pupils with complex needs are children who have significant learning difficulties together with other needs such as sensory, speech, language and communication needs, physical/medical needs and associated social, emotional and mental health needs.

Children are an inclusive part of our mainstream school for as much as the school day as possible, however they have access to specialist low stimulus areas such as the Learning Zones, Sensory Room, small group and mentoring/SEMH provision which they can use according to individual needs.

As a school we endeavour to include parents in their pupil's education as much as possible and hold meetings each term (Parents evenings each term with class teachers). We recognise that parents are the experts when it comes to knowing their children and we value their support and input.

We pride ourselves on the inclusive nature of our school, children mix happily and are fully accepted into school life by staff and their peers. They integrate happily in learning and social time across the school and we are happy to adapt and be flexible to ensure each child is settled and has provision to meet their specific needs and ensure they make excellent progress from their individual starting points.

A number of staff are employed and trained to work specifically with pupils with Autism. They receive specialised training which includes: the use of Communicate in Print symbols to support visual schedules and learning, PECS, Makaton, objects of reference, Sensory Integration, Social Stories and behaviour management and de-escalation and conflict training (provided by the CPI Crisis Prevention Institute)

Each child has a designated key worker to support with paperwork, reviews – along with their class teacher - however the children will work in a small group with a range of staff to develop their social interaction skills and independence.

Staff will work with small groups or 1:1 on specific targets (as identified in their EHCP) depending on need or activity. They work under the close supervision of the Senior Leadership Team, including the Deputy Head and Assistant Head teacher/SENCO.

Timings for the day are the same as for main school (8.50am -3.20pm), although we are flexible to meet Local Authority arranged transport needs and to support children with transitions.

Each child has a specially designed learning programme which includes individual learning targets, social communication and interaction targets, sensory diets, and specialised Physical Education sessions if





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required. Every child has access to an individual work-station when needed. They have small group sessions which focus on communication and interaction, sensory integration, life skills and independence.

We encourage children to be included as part of their mainstream class and teachers and support staff will work together to tailor a curriculum to meet needs. Where a specific need can be best met outside of the classroom, children will use the specially designed areas for this part of their day.

How have the current children at Ferndale accessed a Focus Provision place?

All our remaining children in the Focus Provision were allocated their places by the Local Authority.

All our children in the Focus Provision have an Education, Health and Care Plan, they also have a formal diagnosis of Autism and Complex Needs/Complex Communication Needs.

Please note that additional Focus Provision places are no longer available.

Transition from Ferndale to other schools – During an Annual Review, school staff, external agencies together with parents and pupils will discuss current provision, and if appropriate a request can be made through the Annual Review or Education, Health and Care Plan Assessment to Sandwell SEN. This will then go to the Local Authority Provision Panel who will review the request against their banding criteria for specialist provision at another setting. They will then make a decision whether they can offer an alternative provision place.

Ferndale work closely with Year 7 Feeder schools and other schools along with parents and external professionals to plan transition into new settings. This will be dependent on individual need.

Please note that Our Focus Provision (currently 5 places) is full and that we are no longer able to offer any additional places.

If your child has an EHCP, and you feel that your child needs a Focus Provision place, you will need to discuss this with your child's current school, SENCO or specialist working with your child. This could be discussed at an Early Annual Review. Please do not apply through Local Authority Admission processes or directly to the school.

Linked Documents: Local Offer, SEND Information Report, SEND Policy,

