

The Local Offer



FERNDALE PRIMARY SCHOOL – Local Offer

Date: September 2025

Review Date: September 2026

This document is designed to set out clearly how this school meets children and young people’s special educational needs. If you are reading this as a young person the provision expected to be in place for parents/carers, should be in place in this school for you.

Ferndale Primary School provides inclusive education for all and we are committed to meeting the needs of all pupils.

“Pupils achieve very well at Ferndale Primary School. Leaders have high expectations for what all pupils, including those with special educational needs and/or disabilities (SEND), can achieve. Parents and carers appreciate the school’s inclusive values. Teachers adapt the work well to meet the needs of different pupils, including those with SEND. Pupils with SEND, including those in the specially resourced provision ... learn well.” (Ofsted June 2022)

“Pupils with Special Educational Needs and/or disabilities (SEND), including those in specially resourced provision, achieve well.” (Ofsted November 2018)

‘Most pupils make good progress... Pupils in The Cove (nurture group) make excellent progress in developing the skills and confidence to help them learn successfully... Teachers know their pupils well and make learning enjoyable. Teaching assistants make a particularly effective contribution when pupils are learning in small groups... Disabled pupils and those who have special educational needs make good progress... The behaviour of pupils in lessons and around school is good... Pupils enjoy school and their attendance has improved... Teachers and support staff, leaders and governors are a united team who have the pupils’ best interests at their heart.’ (Ofsted March 2014)

Universal Offer

This is what the school offers to all children including those who may have difficulties in learning, communication and interaction, or difficulties with social, emotional and mental health – presenting in behaviours that challenge, or physical/sensory/medical needs.

As a parent/carer or young person you can expect that:

- We inform you about our policies and approaches to learning, including how they work with children who have learning difficulties.
- We will welcome you and your child and take the time to discuss your child's needs before they start school.
- Our teachers and support staff receive continued professional development and training so that they know about how children learn including those children who have difficulty in learning.
- We should be able to tell you about the programmes which we are able to offer, in addition to what is available day to day in the classroom if children need a boost to their skills. This will include literacy, numeracy and social and emotional programmes to support children's learning. At Ferndale, we set this out in our whole school provision map.
- Our teachers are able to accurately assess the level at which a pupil is learning from the Early Years to National Curriculum Year 1 - Year 6, and also for pupils who are working below the National Curriculum (either on the Engagement Model Steps or Pre Key Stage Standards/Sandwell Skills Ladders)
- Our teachers are able to make adaptations (plan tasks for children at different stages of learning) so that your child is given work to do at a level where they will be able to access/complete the task independently, or with a little support.
- Our teachers will use a range of resources and strategies and teaching methods to take account of any barriers to learning.
- The Governing Body, Senior Leadership Team and all staff ensure that the school's child protection/safeguarding policy reflects the fact that additional barriers can exist when recognising abuse and neglect in children with SEND (KCSIE - 2024 and subsequent versions)
- Our school will address any additional challenges in relation to safeguarding our pupils, through the implementation of extra pastoral support for children with SEN and disabilities

- Our school will keep you informed about how your child is progressing at least twice yearly and through a written annual report detailing progress and will be happy to discuss your child's progress, at other times, if you make an appointment. As a child or young person, you should always know how well you are doing and what you need to work on to improve further.
- Our school will put in place a range of short term, small group or individual programmes (interventions) that may help your child to 'catch up' if they fall behind in reading, writing or maths or provide support for them if they have SEMH difficulties which can impact on their behaviour. The school will keep you informed if your child needs one of these interventions and work in partnership with you to give this intervention the best chance of being successful.
- The school will explain which intervention is being used, tell you how long it will last and what progress they are expecting that your child will make. They will discuss interventions and progress with you at the termly parents' meetings.
- School may ask you if they can consult with a speech and language therapist, advisory teacher for learning, advisory teacher for SEMH or an educational psychologist to give staff and yourself as the parent, advice on strategies which may help your child's learning and/or behaviour.
- School will inform you if your child needs a more intensive or individualised level of intervention in order to make progress in their learning. The school's Special Educational Needs Coordinator (SENCo) may talk to you about this. (All schools have to have a SENCo with experience and/or additional qualification in special educational needs and this person will meet with you and advise staff in the school, about how best to help your child to make progress.)
- The school will also be able to signpost you to support, advice and any extra-curricular activities that may be available.

Additional SEND Support Offer

The Department for Education provides every school with funding that is different for each school - to support children with SEND. The amount of funding means that most children's need for support and interventions can be met without the need for an EHCP (Education, Health and Care Plan). What you could expect to see in school is set out below.

- The Government expects that all children should make expected progress, or better within each phase (Early Years, KS1, KS2) and throughout their time at school (Nursery – Year 6) or progress across the Levels of Engagement/Sandwell Skills Ladders.

School has implemented a rigorous and robust system for monitoring and recording the progress and attainment of pupils. School should discuss with you how their assessment systems and intervention programmes are helping your child to achieve both short and long term goals and, if progress is slower, why this might be.

- If your child is not making progress in their learning or they have difficulty in managing their behaviour despite the school using all the strategies outlined at the Universal Offer, then they may need a higher level of support/intervention to help them make progress. School will invite you to a meeting to gather your views and explain what new strategies and support could be put in place.
- Our school will continue to offer all the support and teaching and learning strategies available at the Universal Offer level. Our school will be able to tell you what programmes we offer to support reading, writing and maths. As well as what programmes we offer to support SEMH needs, communication and interaction needs and physical/sensory needs. We will be able to tell you how we assess your child in order to determine what strategies and programmes may be needed to improve progress.
- If your child has a particular need that can impact on learning such as: hearing or visual impairment, a diagnosis of attention deficit disorder, ADHD, autism, PDA, speech and language, moderate learning or specific learning difficulty, SEMH difficulty, physical disability; teachers and support staff in the school will seek additional professional development/training to ensure that they can best meet your child's needs.
- As a school with a high number of children with an Autism diagnosis, all our staff receive regular training to enable them to support pupils with Autism and Complex Communication Needs. Our support staff, who work in small groups or 1:1 to support pupils - receive additional training as appropriate.
- Our school may/will ask for advice from an outside agency such as a speech and language therapist, occupational therapist, advisory teacher for Learning or SEMH, HI/VI teacher or an educational psychologist to assess your child and recommend strategies and programmes to improve progress. As a parent you can request that school seek outside agency advice at any time. Agencies will respond as quickly as possible to school or parental requests.

- Our school will put in place programmes which will mean your child works in a small group or 1:1, with a teacher or a member of the support team on the aspects of learning with which they are having difficulty. Class teachers will share this information with you at parents' evenings - or you may be invited into school to meet with the class teacher and SENCo to discuss interventions including the programme or programmes to be used, why they have been chosen, what progress is expected and what progress has been made.
- Your child may have some support in class for some lessons, if the school thinks this will help them to make progress. Your child will not always need, or benefit from 1:1 support in class, because they need to learn to work independently. School will discuss with you whether this type of support would be helpful, in which lessons, and for how long the support will be in place.
- If your child has made progress, then school will discuss with you:
 - whether there needs be a further period of intervention
 - if your child needs to use the strategies they have learned in the classroom for a period before putting a further programme in place
 - or, that such good progress has been made that support is no longer needed.
- If your child has not made progress the school should consult with outside agencies to seek further advice on strategies and programmes.
- If the outside agency makes an assessment, you will be invited into school to discuss how the programme and support will change; how you can help and when there will be a meeting to review the new programme.
- These measures should ensure that your child makes progress at the best possible rate - school will continue to review the programmes used and meet with you as parents/carers and should offer you a meeting at least once a term.
- If you are not happy about your child's progress, ask for further meetings with teaching staff in school and outside agencies to ensure that you have confidence in the provision.
- If you wish to complain about the school's response to meeting your child's needs, you must first raise your issue with the SENCo. If you are still unhappy please follow the Complaints Policy of the school, available on our website. There is a Parent Partnership Service at Sandwell Council House who can also support.
- There is a small sensory room for children to access in the Year 1 building and other sensory spaces and areas for reflection are being developed.

- The 'B Squared Connecting Steps' Tracker system is used to set targets and track the progress of the children with significant learning needs working below National Curriculum (previously on P Levels), this includes pupils working on the 'Engagement Model' steps and Primary steps and those working on the Sandwell Skills Ladders.
- We have a small number of staff trained in the use of Makaton, Objects of reference, PECS, ALDs.
- The school has a number of Learning Zones, which focus on developing independence and self-help skills, communication and social interaction skills of our pupils with more complex needs.

Education and Health Care Plan

- Children who have severe levels of Physical/Sensory, Cognition and Learning, Communication and Interaction or Social, Emotional and Mental Health difficulties, that are lifelong and complex, may need an Education and Health Care Plan (EHCP). If the LA agrees to begin the process; an Education and Health Care Plan takes 20 weeks to complete. Your child will continue to be supported from the school's SEND resource while the Education and Health Care Plan is completed.
- For some children this may be initiated following the assessment made between 2 and 2 1/2 years of age by the health visitor. There may be other children whose needs are not initially apparent who have degenerative conditions or who have a later diagnosis who will still require an EHCP due to the complexity of their need.
- The Education, Health and Care Plan will specify for the school what sort of provision your child will need in order to access the curriculum and make progress. It is likely to be highly individualised.
- Staff in the school will access additional professional development in order to ensure that they have the skills to teach your child.
- Your child will also have access to all the provision, detailed on the whole school's provision map, in the Universal Offer and Single School Based Category of SEND which are appropriate to their learning needs

- Many children who need an Education, Health and Care Plan will be educated in a mainstream school, but your child may benefit from a special school placement or focus provision placement. The options will be discussed with you as the Education and Health Care Plan is developed. Ferndale is no longer a Focus Provision.
- The school will keep you informed about the progress your child is making through assessment and termly review and the Annual Review of the Education Health and Care Plan.
- If your child is not making expected progress, then the school should request additional advice from outside agency staff or special school outreach staff who have additional expertise in respect of your child's difficulty.

Other Linked Documentation/Policies include:

Accessibility Plan/Policy, EAL Policy, Pupil Premium Policy, Behaviour Policy, Safeguarding Policy, Equalities Policy, SEND and Inclusion Policy, SEND Information Report, Local Offer, KCSIE (2024 and subsequent versions), Anti-Bullying Policy, Complaints Policy, Positive Handling Policy,

Engagement Model (see Gov.uk),

Sandwell Local Offer <https://fis.sandwell.gov.uk/kb5/sandwell/directory/localoffer.page>

Please note that Sandwell Inclusion Support works with Sandwell postcodes only.

The document Keeping Children Safe in Education was re-issued to schools in 2018/2019 detailing statutory guidance, placing a duty on schools to promote the welfare of children. This document complies with the government guidance stated in the KCSIE 2019 document, updated KCSIE 2024 document and subsequent KCSIE documents.

FERNDALE

PRIMARY SCHOOL

Whole School Provision Map

Area of Need	Wave 1 High Quality Teaching (HQT) Provision	Wave 2 Intervention Provision	Wave 3 Intervention Provision
	Cognition and Learning	<ul style="list-style-type: none"> Adapted curriculum Do it, Deepen it, progressive tasks Adapted delivery/Questioning High Order Questioning Differentiated outcome Increased visual aids/scaffolding Visual Timetables Use of writing frames Little Wandle Letters and sounds phonics Use of Communication in Print Word and mind maps Resource adaptations 	<ul style="list-style-type: none"> Repeated Reading Reading Lexia Intervention Year 1 Catch up (extra HLTA) Little Wandle Phonics Catch-Up Group Support in English Group Support in Mathematics Year 5/6 Vocab. Inference Programme 5 minute maths/literacy box Supporting children with gaps in their mathematical understanding Salford and phonics screening Precision Teaching
Communication and Interaction	<ul style="list-style-type: none"> Structured School and Class Resources Adapted Curriculum Delivery Differentiated Outputs Increased Visual Aids Visual Timetables Use of communication in print Makaton Supported English SALT 	<ul style="list-style-type: none"> Early Talk Boost 'Wellcomm' (Big Book of Activities) Year 6 Catch up/Booster Groups Phonics Catch-Up – (Little Wandle) Group Support in English or Mathematics SALT Building together/Lego Therapy SULP Groups 	<ul style="list-style-type: none"> Withdrawal In-Class Support Speech & Language Intervention Learning Zones 'Wellcomm' Makaton Objects of reference/PECS/Aided Language displays Colour Semantics
Social, Emotional and Mental Health	<ul style="list-style-type: none"> Whole school/class dojo reward system Whole school rules/values/Learning 9 Whole School Policy for Behaviour Whole School Behaviour Charter Whole school behaviour cards Happy Mind, Happy Me Circle Time/Circle of Friends PSHE/Healthy Mind, Happy Me Curriculum You Be You 	<ul style="list-style-type: none"> Playground leaders/buddies/JLT Therapeutic Mentoring (with TS) Lego Therapy JAG Breakfast/After school Club 1:1 LAC tuition Sow and Grow/Health for Life LUV 	<ul style="list-style-type: none"> 1:1 with LSP3/LSA2 1:1 Withdrawal 1:1 In-Class Support 1:1 Behaviour Programme – Charts/Plans 1:1 SEND Inclusion SEMH/PPE/SDO 1:1 Therapeutic Mentoring 1:1 CAMHS or 1:1 MHST 1:1 KRUNCH 1:1 Play Therapy – Blue Skies
Sensory and Physical	<ul style="list-style-type: none"> Flexible teaching arrangements Teacher awareness of sensory and physical impairment Availability of resources Imagination studio Kinetic Letters (Physical movements) WBA Physical Education 	<ul style="list-style-type: none"> Write-dance Dough-Disco Massage Exercise sessions Swimming sessions West Bromwich Albion SEND Coach 	<ul style="list-style-type: none"> 1:1 or group withdrawal Occupational therapy Physiotherapy Use of specific resources or equipment Sensory room/Sensory Spaces/Sensory garden Gross and Fine Motor Development activities Touch Typing for VI pupils Mobility Training for VI Pupils