



## **Ferndale Primary School**

### **SEND Information Report**

#### **1. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?**

At Ferndale, children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- At point of transition. Liaison with previous school or pre-school setting where needs are discussed
- Assessments throughout the year
- Screen tests for Reading, Spelling and Maths.
- Information from outside agencies e.g. for a physical/sensory issue, speech and language •
- Concerns raised by a parent
- Concerns raised by a teacher or support staff
- Children with an EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by Sandwell LA SEN Department.
- By being placed in the ASC and Complex Communication Focus Provision by Sandwell LA SEN Department.

#### **2. HOW DO I RAISE CONCERNS IF I NEED TO?**

- Talk to us – contact your child's class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENCo/Inclusion Manager (Miss Sykes). Appointments can be arranged in person and by telephone.

#### **3. HOW WILL THE SCHOOL SUPPORT MY CHILD?**

**3a WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD AND HOW OFTEN?** • The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area.

- Our SEND Team oversees the progress of any child identified as having SEND.
- There may be an LSP/A (Learning Support Practitioner/Assistant) or HLTA (Higher Level Teaching Assistant) working with your child either individually or as part of a group

### **3b WHO WILL EXPLAIN THIS TO ME?**

- The class teacher will meet with you formally on at least a termly basis (this could be part of Parents' Evening or separately), to discuss your child's progress and the support that they are receiving. This is in the form of a report in the summer.
- Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this.
- An appointment can be made with the Inclusion Manager/SENCO to discuss support in more detail if required. (The SENCO is usually available Tues, Thurs and Fri)
- Individual Pupil Learning Plans will be shared with you during Parents' Evening.

## **4 WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL-BEING AND SAFETY?**

### **4a HOW DOES THE SCHOOL SAFEGUARD SEND PUPILS**

- Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges, therefore at Ferndale, 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 this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

- To address these additional challenges, Ferndale implements extra pastoral support for children with SEN and disabilities.

### **4b WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL? •**

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class.

- The school currently has a number of support staff who are responsible for mentoring and social support groups. We also have access to outside agency support (KRUNCH, BEAM, BCWA, Nursing Team, Early Help and MHST) who are available to mentor/support pupils.

### **4c HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES/FIRST AID? •**

The school has a policy regarding the administration and managing of medicines, as well as a First Aid Policy – these are available on the policy page of the school website. Parents can request a copy of these policies from the school office.

- Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A green form must also be completed by the parent for each medication and medicines handed in to the class teacher.
- Medicines needed are kept securely in school; in our First Aid room or in medicine cabinets.
- Inhalers, Epi-pens, Anaphylaxis and Epilepsy medicines are kept in medical boxes in the classroom for ease of access in an emergency
- Individual Health Plans (IHPs) are managed by the school Inclusion Manager /DSL working with

the nursing team

- First aid and Medical Needs qualifications are updated regularly.

#### **4d WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?**

- The school behaviour and exclusion policies are available on the school website. If a child has significant behaviour difficulties, an Individual Behaviour Management Plan may be written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour. The school works closely with SEMH Support (Jenny Caddick) who is available to come into school and discuss strategies to use in school and at home to best support the children. Preventing Primary Exclusion (PPE) support may be provided by the SEMH Team to support pupils if needed.
- The school has an adopted attendance policy. Attendance of every child is monitored daily by the school. Lateness and absence are recorded and reported to the Head teacher who may involve the EWO, FSW, Early Help Assessment Team or Children's Services if this becomes a concern. Various incentive schemes are used to promote positive attendance throughout the school including the presentation of awards to those children and classes with good or exceptional attendance.

#### **4e HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?**

- Class teachers discuss progress and targets with their pupils
- If your child has an EHCP or SEN Support plan, their views will be sought before any review meetings.
- Children are routinely asked to reflect on their learning and share how they feel they are progressing during their daily learning journey
- All children are provided with the opportunity to be voted onto the school council and school Junior Leadership Team (JLT), as well as hold other positions of responsibility, by their class or teachers.
- The School Council and JLT have representatives with SEND.

### **5. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?**

- Our school has a single equality policy.
- Our main reception area and all buildings are accessible by wheelchair.
- Our middle building has a lift enabling access between floors for wheelchair users. • Accessible toilet facilities are available in each building.
- If you have specific access queries or concerns, please speak with us.

### **6. HOW WILL THE CURRICULUM BE DIFFERENTIATED TO MATCH MY CHILD'S NEEDS?**

- The long-term curriculum plans are available to parents on the school website, alongside ideas for how parents can support their child's learning outside of school.
- All learning activities within class are planned and adapted at an appropriate level, so that all children can choose/access their task according to their specific needs. Typically, this might mean that in a lesson there would be several different levels of work set for the class. This can take the form of Do it, Deepen It, Diving Deeper tasks.
- Children with SEND will have access to the appropriate resources needed to help them to make progress e.g. individual workstations, coloured overlays, intervention (this could be within or outside the mainstream classroom)

- The governor responsible for SEND also meets regularly with the SENCo. Information is then fed back in Governor Meetings.
- The governors alongside the Head teacher and SEND Team agree priorities for spending within the SEND budget, including the Pupil Premium, with the overall aim that all children receive the support that they need to make progress. This will include resourcing appropriate equipment and facilities as well as staffing.

### **HOW WILL WE KNOW IF THIS HAS HAD AN IMPACT?**

- Ensuring that the child is making progress academically against national/age related expectations (or equivalents) and that the gap is narrowing between them and their peers.
- By reviewing children's targets in their Pupil Provision Plans and ensuring that they are being met.
- Through verbal feedback from the child, the parent, teacher and external agency professionals to build a wider picture.
- Through children moving off the SEND Register when they have made sufficient progress – parents will always be informed if this has taken place.

## **7. HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?**

**WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?** • You are welcome to make an appointment to meet with either the class teacher, SENCO/ Inclusion Manager at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home. • Children with an EHCP may have a home/school diary where parents and school can communicate in 'informal' written form. These books are checked by school staff as often as possible.

• All parents are offered a termly opportunity to participate in a parents' evening. • If your child has complex SEND they may have an EHCP. In such instances an annual review meeting will take place to discuss your child's progress.

## **8. HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?**

- As a school, we track and analyse the children's progress in learning against national expectations (which still exist) and age related expectations on a termly basis
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Nursery through to Year 6, using a variety of different methods. Please ask the school if you require any further details regarding this.
- Pupil Progress Meetings are held each term between each class teacher and the Head teacher or Deputy Head teacher. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed.
- The Head teacher, Deputy Head teacher and SENCo/Inclusion Manager report regularly to the Governing Body. We have a governor who is responsible for SEND, who meets regularly with the SENCo/Inclusion Manager. They also report back to the Governing Body (see section 6).

## **9. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?**

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part

in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment.

#### **10. HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL OR TRANSFERRING TO A NEW SCHOOL?**

- We encourage all new children to visit the school prior to starting.
- For children starting in Reception, the Reception Teacher holds a meeting for parents in addition to planning a series of visits for children throughout the second half of the Summer Term, to help children, parents and staff get to know each other.
- A transition form is sent to all pre-schools and other schools prior to children transferring to Ferndale. A member of the SEND team with the class teacher or Assistant Head for Phase (where appropriate) will visit settings where it is felt there is a need.
- If your child has more complex needs, then an EHCP review will be used as a transition planning meeting to which we will invite staff from both schools.
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher.
- At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education.

#### **11. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?**

- Within the school we have a culture of sharing good practise and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND.
- The environment is designed to support children with individual needs e.g. visual timetables, individual workstations, access to specific learning zones, sensory room etc as required.
- As a school we work closely with any external agencies that we feel are relevant to supporting individual children's needs within our school including: Inclusion Support, Health services including: GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), clinical psychologist, paediatricians, speech and language therapists, occupational and physiotherapists; Children's Services including: Early Help locality teams, social workers; educational psychologists and specialist advisory teachers.

#### **12. WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?**

- We look to ensure that we have a variety of skills among our staff body, to enable us to support children in the best possible way.
- Staff are sent on more individualised training if they are supporting a pupil with a more specific need e.g. visual impairment, hearing impairment, ASC, ADHD, medical needs • Emotion Coaching/Mentoring trained staff
- Speech and Language trained staff (includes PECS, Makaton, ALDs)
- CPI Verbal Intervention and CPI Safety Intervention

#### **13. WHO CAN I CONTACT FOR FURTHER INFORMATION?**

- Please speak to the class teacher in the first instance.
- General information relating to SEND can be found on the school website, including within the SEND and Inclusion policy. This can be found on the policy page of the school website. • Further information is available from the SENCO/Inclusion Manager (Miss Sykes)

#### **14. WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?**

Please contact the School Office for further information about the school and to arrange a meeting with the SENCO, in the first instance.

Tel: 0121 357 3326

#### **Other Linked Policies/Documentation include:**

SEND and Inclusion Policy, Accessibility Plan/Policy, EAL Policy, Pupil Premium Policy, Behaviour Policy, Safeguarding Policy, Equalities Policy, Local Offer, Anti-Bullying Policy, Complaints Policy, Positive Handling Policy, KCSIE 2024.

The document Keeping Children Safe in Education revised in 2019 details the statutory guidance, placing a duty on schools to promote the welfare of children. This policy complies with the government guidance stated in the KCSIE 2019 document and subsequent KCSIE documents, including the updated KCSIE 2024.