Ferndale Primary School

SEND Information Report

Date: November 2026

Review: November2027

Ferndale Primary School

School Policies

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 children having been previously placed in the ASC and Complex Communication Focus Provision by Sandwell LA SEN Department.

THE KINDS OF SPECIAL EDUCATIONAL NEEDS FOR WHICH PROVISION IS MADE AT FERNDALE INCLUDE ALL FOUR AREAS AS IDENTIFIED IN THE SEND CODE OF PRACTICE:

- **Communication and Interaction**
  Children with speech, language and communication needs (SLCN).
  Children with ASD, including Asperger's Syndrome and Autism
- **Cognition and Learning**
  Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation.
  Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- **SEMH**
  Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- **Physical and Sensory** (Visually Impaired and Hearing Impaired)
  Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI)

or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support.
Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

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 (Mrs Percival). 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 curriculum adaptations and 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 disproportionally impacted by behaviours such as bullying, without outwardly showing any signs;
- 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 numerous 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 - Reflexions) 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/DDSL working with the nursing team
- First aid and Medical Needs qualifications are updated regularly.

4d WHAT SUPPORT IS THERE FOR SEMH (BEHAVIOUR), AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

- The school behaviour and exclusion policies are available on the school website. If a child displays significant behaviours that challenge - SEMH difficulties - then 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 Inclusion SEMH Support (Kristina Garratt) 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 Individual SEN Learning 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 ADAPTED TO MATCH MY CHILD'S NEEDS?

- Curriculum overview 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 progression levels of work set for the class. This can take the form of Guide it, Do it, Deepen It, Diving Deeper and Prove it tasks.
- Children with SEND will have access to the appropriate resources needed to help them to make progress e.g. individual workstations, coloured overlays, angled desks, Ipads to support pupils with visual impairment, pencil grips, standing desks, group or individual 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 Individual Learning 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 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 Assistant Headteachers which includes the 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, we hold a meeting for parents/carers 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 Objects of reference, PECS, Makaton, ALDs)
- CPI Verbal Intervention and CPI Safety Intervention
- Autism Training (provided by AET)
- ADHD
- Dyslexia
- Trusted Adult and ACES
- Attention Autism, Sensory Circuits and Curiosity Programme Training (provided by Speech and Language Therapists/School SENCO and Early Years Lead)
- Precision Teaching Training

13. WHO CAN I CONTACT FOR FURTHER INFORMATION?

- Please speak to your child's 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 (Mr Morrall)
- Please see our website for links to the Local Offer (Sandwell, Walsall and Birmingham)

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:

SEND Information Report

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 2026.

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 2026

This SEN Information Report forms part of the school's published equality information under the Public Sector Equality Duty.

Summary Statement
Ferndale Primary School's SEND Information Report (2026) meets the requirements of:

- The *SEND Code of Practice (2015, updated 2024)*
- *The Equality Act 2010* and associated *Public Sector Equality Duty*
- *The Special Educational Needs and Disability Regulations 2014, Regulation 51*
- The *Ofsted 2025 Inspection Framework and SEND Toolkit* expectations.

This report is reviewed annually by the Governing Body and published on the school website to ensure ongoing compliance and transparency.

Next Review Date: June 2027

Reviewed By: L Morrall

Ferndale Governors for SEND: G Hunjan and J Mawby