

SEND and Inclusion Policy

Date: November 2026

Review: November 2027

Ferndale Primary School

School Policies

Policy Statement

Ferndale Primary is an inclusive school. It is the philosophy of the school that the Special Educational Needs provision should include all pupils who have barriers to learning, whatever they are. All pupils who have Special Educational Needs and Disabilities (SEND) will benefit from a variety of different levels and different styles of support.

In addition, the school believes that all pupils should benefit from the principles stated in the school aims. In particular, Ferndale Primary believes that all pupils:

- Have an equal right to a full and rounded education which enables them to fulfil their potential
- Have individual educational needs.
- Share the right to a broad and balanced curriculum.
- Have the right to have their Special Educational Needs and Disabilities appropriately assessed.
- Will have individual targets set to meet their educational needs
- Have the right, either directly or through their parents/carers, to express a preference in relation to their educational needs and provision.

Definition of Special Educational Needs

A child is considered to have special educational needs if he or she has a learning or behaviour difficulty, which calls for special provision to be made for them. At Ferndale Primary School, a child is considered to have special educational needs if he or she:

- Has significantly greater difficulty in learning than the majority of pupils of the same age.
- Has significantly greater difficulty in behaving than the majority of pupils of the same age.
- Has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for pupils of the same age?

A child will not be regarded as having learning difficulties solely because of their language or if the home language is different from the language in which he or she is taught.

Special Educational Needs and Disabilities - Aims

In compliance with various acts relating to inclusion and Special Educational Needs and regard to the SEND Code of Practice, the Governing body in conjunction with the Head Teacher will ensure that all pupils will:

- Be offered an education, which offers equal opportunities regardless of individual differences.
- Have fully inclusive access to a broad and balanced curriculum, adapted according to individual needs – related to the four areas:

  - **Communication and interaction**
  - **Cognition and Learning**
  - **Social, Emotional and Mental Health (SEMH)**
  - **Sensory/Physical needs**

as identified in the SEND Code of Practice (first published June 2014, then dated September 2014, dated January 2015, with updates added 12 September 2024):

- Be assessed using suitable materials/resources, to identify needs as early as possible.
- Be supported within the resources available, provided there is no educational disadvantage to other pupils within the school.
- Have the right, either directly or through their parents/guardians or carers, to express a preference in relation to their educational needs and provision.
- Have their needs monitored and evaluated with programmes of work documented and records maintained.
- Have their needs reviewed 3 times per year.

Children with disabilities (including medical conditions)

It is important to note that many children who have SEND 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’. Long term is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This may include sensory impairment affecting hearing or sight and those with long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do

not necessarily have SEND, but there is an overlap between disabled children and those with SEND. Disabled pupils requiring special educational provision will also be covered by the SEND definition.

Schools must not discriminate against, harass or victimise disabled children and young people. At Ferndale Primary School, staff plan and make reasonable adjustments including providing auxiliary aids and services to ensure disabled children are not at a disadvantage compared with their peers.

Ferndale Primary School seeks to promote equality of opportunity and fosters good relationships between disabled and able-bodied children.

Equal Opportunities and Inclusion

The school aims for each child to realise their full potential in a caring, supportive environment, which provides equal opportunities for all. All children have individual needs, many of which can be met within the normal environment of the classroom through an adapted curriculum and using a variety of different teaching and learning approaches and experiences. For those pupils who have specific needs, we endeavour to provide a specialised curriculum but maintain inclusion where appropriate.

Roles and Responsibilities

The Governing Body

The Governing Body in co-operation with the Head Teacher:

- Will do their best to ensure that the necessary provision is made for all pupils
- Will ensure that where the 'responsible persons,' (the school SENCo) have been informed by the LA that a child has special educational needs, that these needs are shared with all those who teach him or her.
- Will ensure that all teachers and learning support staff are aware of the importance of identifying and providing for pupils with Special Educational Needs and Disabilities.
- Will have regard to the SEND Code of Practice (2014, update 2015, Sept 2024) when carrying out their duties towards all pupils with Special Educational Needs and Disabilities.

The Governing Body will appoint a Governor to take particular interest in the school's work on inclusion.

The SEND Governors for Ferndale Primary School: Mrs G Hunjan and Mrs J Mawby

The Head Teacher

The Head Teacher will have responsibility for the leading of all aspects of the school's work.

The SENCo/ Inclusion Manager and the Staff

The SENCo/Inclusion Manager working closely with the rest of the staff will share responsibility for:

• The day-to-day operation of Ferndale Primary School's Special Educational Needs and Disabilities and Inclusion Policy.
• Liaising with parents.

The SENCo/Inclusion Manager will have responsibility for:

- Sharing information related to Special Educational Needs and Disabilities (SEND) with the Head Teacher, Senior leadership team and staff.
- Co-ordinating and action planning provision for pupils with Special Educational Needs and Disabilities.
- Monitoring and evaluating provision for pupils with SEND.
- Ensuring First Wave High Quality Teaching for SEND pupils
- Liaising with and advising teaching and LSA/LSP staff.
- Maintaining and overseeing records on all pupils with SEND.
- Contributing to the in-service training of staff.
- Liaising with parents/carers
- Liaising with external agencies
- Liaising with pre-school providers and secondary schools
- The SENCo will keep the Governing Body informed.

Teaching and Learning Support Staff

All teachers and learning support staff will be fully aware of schools' procedures for identifying, assessing and making provision for pupils with Special Educational Needs and Disabilities at Ferndale Primary school.

Teachers respond to children's needs by:

- Planning for pupils to fully participate in all areas of learning including physical/practical activities as well as social skills and communication.
- Providing support for children who need help with communication, language and literacy.
- Developing children's understanding using all available senses and experiences.
- Supporting pupils' social inclusion within the school community to ensure they develop and sustain good friendships and relationships.
- Helping children to manage their learning behaviours to ensure they take part in learning effectively and safely.
- Helping individuals to manage their social, emotional, mental health and well-being, particularly trauma or stress, and to take part in learning successfully.
- Ensuring that pupils with SEND have access to the appropriate resources needed to help them to make progress e.g. PECS, ALDs, Now and Next, visual timetables, workstations, phonic mats, coloured overlays, Numicon, pencil grips, slanted writing boards, standing desks, wobble cushions, ear defenders, voice recorders, thera -putty, fidgets.

All staff have received training on 'Teaching and Learning styles, including 'Teach Like a Champion' (TLAC) and the school has developed the 'Learning 9', this has led to members of staff planning lessons that incorporate the different learning styles that children have. Teachers may also work closely with outside agencies to find strategies and plan activities to support pupils in their cognition and learning, as well as with their SEMH, well-being, communication, interaction and physical and sensory development.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside their mainstream classroom.

Arrangements

Admission arrangements

Admission to Ferndale Primary will be in accordance with the school's agreed Admissions Policy. No child will be refused or given lower priority than other applicants in the event of over subscription, on the grounds of their ability.

At Ferndale Primary, as a former Local Authority (LA) Focus Provision (FP) for pupils with ASC and Complex Communication Needs we pride ourselves in providing support for pupils with ASC and Complex Communication Needs. Ferndale currently supports several pupils who were previously given LA FP places. These children access their mainstream classrooms for as much as the school day as possible, and also access specialist areas such as purposely designed low stimulus classrooms, sensory rooms and small group provision, which they can use according to individual needs. We are committed to flexibility in our approach in order to meet the individual needs of our pupils.

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

We are committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students, irrespective of special need or disability. Some strengths in the school's existing **accessibility** for pupils with special educational needs and/or disabilities are:

Lift access between the three floors of the school (middle building)
Disabled toilet facilities in all buildings
Use of learning aids (e.g. ear defenders, wobble/wedge cushions, standing desks, slanted writing desks) to support pupils
Some staff trained in Makaton/PECS/objects of reference/use of ALDs
Staff trained in the use of structured TEACCH approaches for ASC
Visual Impairment – Ipads
Learning Zones (low stimulus)
Sensory room (Year 1)
Special Areas for withdrawn activities, e.g. life skills, physio, OT
Assistive Technology – e.g. Ipads linked to Classroom Smartboards

Provision

All pupils will have access to a broad and balanced curriculum, adapted according to individual needs. Ferndale Primary believes the Special Needs Provision needs to meet the

needs of the individual child, therefore work will take place both within the classroom or withdrawal groups.

The Learning Zones

At Ferndale, we provide support for pupils with ASC or Complex Communication Needs through the Learning Zones. A number of pupils have access to these resource bases, where the focus is to further develop the independence of our pupils with SEND, so that they can access the mainstream classroom environment, independent of adult 1:1 support and with confidence, in order to accelerate their progress and prepare them for the next stage of their education.

Monitoring

Monitoring will take place in line with the Special Educational Needs Cycle of Review
The monitoring will consider the following:
Whether the policy is being implemented successfully. This will be measured by outcomes related to provision discussed at reviews/parents' meetings each year.
Whether the provision offered in school is having an impact on all pupils. This will be measured by individual pupil progress data discussed at pupil progress meetings and 3 reviews/parents' meetings each year.

Resources

The Governing Body and the Head Teacher will ensure that adequate resources are set aside from the total budget allocation, for Ferndale Primary Special Educational Needs policy to be implemented.

Allocation of Resources

The Inclusion Manager/SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children requiring SEND Support, those with an EHCP and other vulnerable groups.

The Head Teacher informs the Governing Body of how the funding allocated to support special educational needs has been employed, through the annual budget and any reports from the SEND Governors as indicated above.

The Head teacher and the SENCo meet each term to agree on how to use funds directly related to special educational needs. This is done through the SENCo/Inclusion Manager's Budget Plan and Leadership Log. The LA use a formula to work out funding for SEND children within school. This is for children who require 15 hrs or less of support. Those who require above 15 hrs of support can be discussed at a community assessment meeting and then a possible EHC Plan is considered.

Identification, Assessment and Review

Pupils' individual difficulties can be identified by any member of the staff team. The evidence is collected and the pupils are discussed individually at the reviews which take place three times a year.

Identification processes:

- At point of transition. Liaison with previous school or pre-school setting where needs are discussed
- Assessments throughout the year
- Screening tests - 'WellComm' Speech and Language, Phonics, 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
- Concerns raised by a medical professional
- 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 SEND Department.

Pupils, who have been identified as having Special Educational Needs which are primarily learning, are reviewed in termly.*

Stage of Action for Learning	Level of Working	Personnel
SEN Concern School	Pupils causing continued concern	Class Teacher, LSA/LSP with support from SENCo

SEN Concern Other Agencies	Pupils with involvement from outside agencies	Class Teacher, LSA/LSP and SENCo with advice from appropriate outside agencies.
Education, Health and Care Plan (EHCP)	Pupils with involvement from outside agencies and additional top up funding from the Local Education Authority.	Class Teacher, LSA/LSP and SENCo with advice from appropriate outside agencies.

*annual reviews for pupils with EHCPs may take place at other times throughout the year

A GRADUATED APPROACH

To address the identified areas of need for a pupil, Ferndale adopts a graduated response. When any concern is initially identified, it is the responsibility of the class teacher to take steps to address the issue.

We use a range of strategies that make full use of all available classroom and school resources. Such strategies could include a highly-adapted curriculum, support from a Learning Support Practitioner, in small groups, within the classroom, some short burst one-to-one work to address specific needs. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The provision made for the pupil will be recorded on the class intervention/provision record and progress within an intervention will be discussed with parents at parents' evenings during the year. These interventions aim to accelerate progress in either phonics/reading, writing or maths. Support for SEMH, Physical/Sensory, Communication and Interaction needs are also available. Additional support may be delivered by an LSP3/LSA2 or the class teacher. Some published interventions currently used by the school are Talk Boost, NELI, WellComm, 5 minute box, Sensory Circuits, Curiosity Programme, Attention Autism, the Vocabulary and Inference programme and precision teaching. The Salford Reading Test is also used as a diagnostic tool to identify the gaps in children's knowledge, which are then addressed in extra teaching sessions. We also offer school-based strategies such as additional individual and guided group practice in English (including reading, writing, phonics) and maths. The Special Educational Needs Coordinator (SENCO) /Inclusion Manager, if not already involved, will become involved if the

teacher and parents feel that the child would benefit from further support. They may contact outside agencies for advice, if this is felt appropriate.

Working with Outside Agencies

- Ferndale Primary School works closely with outside agencies. Support services and outside agencies are used as a means of advising, informing, liaising and extending expertise.
- Liaison with outside agencies is co-ordinated by the Inclusion Manager/SENCo and includes appropriate staff working with the pupils.

Some of the agencies we work with are:

- Educational Child Psychologist (ECP)
- Specialist Learning Support Advisor (Learning/SpLD)
- Special Educational Needs Advisory Teacher for Learning - (SENAT –L)
- SEMH Support Advisors, specialists and support agencies
- Speech and Language Therapists (SALT) – NHS
- Occupational Therapist (OT)
- Early Help/Parent Support Advisor
- Strengthening Families Support Workers
- Children and Young People's Mental Health Services (CYPMHS)
- Mental Health Support Teams (MHST), Reflexions, CAMHS, KRUNCH
- School Nursing Team and Community Nursing Team
- Sensory Support - Visual/Hearing Impairment Services
- Physiotherapist
- Black Country Women's Aid
- West Bromwich Albion SEND Sports Coaches

For pupils referred for Outside Agency Support we will continue to record the interventions and the strategies used to support the child. These will continue to be shared and discussed with parents/carers. In most cases, reviews will take place three times a year, either at a Parents' Evening or at another time convenient to both teacher and parent/carer and pupil.

If a child continues to demonstrate significant cause for concern, a request for an EHCP (Education Health and Care Plan) assessment may be made to the Local Authority (L.A.).

A CAM (Community Assessment Meeting) may first be held, where all professionals working with the family including a L.A. professional (when and where possible) may come together and decide whether an application for an EHCP Assessment is the right course of action. If this is the case, the appropriate paperwork will be filled in and sent to the LA. Children on an EHCP require an annual review to decide whether the provision needs to be continued, changed or stopped altogether.

Identification of SEND in pupils speaking English as an additional language

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arise from special educational needs. This may lead to deeper assessment through a Speech and Language Therapist (SALT) in both English and the child's home language to establish whether similar difficulties are present in both. The Special Educational Needs Advisory Teacher for Learning from Sandwell may also be involved in assessment for identification of special educational needs. EAL is not a special educational need but provision to aid development of English is available via a range of support mechanisms throughout the school to enable all children to make progress.

Progress as an indicator

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the Special Educational Needs Co-ordinator to consider what other provisions can be put in place. This review might lead to the conclusion that the pupil requires help – 'additional to or different from' that which is normally available within the particular class or subject.

The key test of the need for action is that current rates of progress are inadequate. Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and their peers.

- Betters the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's SEMH/behaviour.

It is important to note that slow progress and low attainment do not necessarily mean that a child has SEND. Equally, when pupil attainment is in line with or higher than chronological expectations, it should not be assumed that there is no learning difficulty or disability.

Parents/Carers

The school works closely with parents/carers, encouraging an active partnership. Parents will be informed by:

- Regular parents' meetings
- Provision/Learning Plans will be discussed and shared with parents
- Interventions will be discussed with parents at parent's evenings.

Further Information

Inset /Training

Training will take place in accordance with local and national requirements. It will be based on meeting the targets on the School Improvement Plan and with regard to staff continued Professional Learning development needs.

Curriculum Access

Ferndale Primary School believes all pupils should:

- Be offered an education, which offers equal opportunities regardless of individual differences.
- Have access to a broad and balanced curriculum, adapted according to individual needs to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of belonging, belief and achievement.

Transition Arrangements

All information concerning a child's attainment and progress, including any Safeguarding information will be made available to a receiving school on or within 5 days of transfer.

Information sharing

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from former school settings during transition to Ferndale or between staff when children transition between classes. Likewise, Ferndale will ensure information is shared whenever pupils transition to a new school or setting.

Class teachers and the SENCo will use this information to:

Provide starting points for the development of an appropriate curriculum.
Identify and focus attention on action to support the child within the class.
Use the assessment processes to identify any learning difficulties.
Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

Keeping SEND Children Safe

As research indicates, children with SEN and or a disability are more vulnerable to Safeguarding issues, therefore the Senior Leadership Team work closely with staff to monitor this and ensure the correct procedures are in place. (See Safeguarding Policy)

KCSIE 2025 - Children with special educational needs and disabilities or health issues

Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. 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 condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice based bullying) than other children;

- the potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges.
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or the consequences of doing so

To address these additional challenges, Ferndale implements extra pastoral support and attention for children with SEN and disabilities, along with ensuring any appropriate support for communication is in place.

Vulnerable Groups

The Senior Leadership Team, Deputy Head and Inclusion Manager/SENCo identify other vulnerable groups of children throughout school. These may include FSM, Pupil Premium, More Able, LAC, EAL, Ethnicity as well as SEND pupils. (See linked policies)

Looked after children and previously looked after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. At Ferndale, the Governing Body and Senior Leadership Team ensure that all staff have the skills, knowledge and understanding to keep looked after children safe. In particular, they ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility. They also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated LAC teacher and designated safeguarding lead have details of the child's social worker and the name of the virtual school head in the authority that looks after the child. A previously looked after child potentially remains vulnerable and all staff have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

Other Linked Policies/Documentation include:

Accessibility Plan/Policy, Attendance Policy, EAL Policy, Pupil Premium Policy, Behaviour Policy, Safeguarding Policy, Equalities Policy, SEND Information Report. Local Offer, Anti-Bullying Policy, Complaints Policy, Positive Handling Policy, SEND Code of Practice 2015, Children and Families Act 2014 (part 3), Equality Act 2010

The document Keeping Children Safe in Education (KCSIE) was reissued to schools in 2019 detailing 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 updates (KCSIE September 2021 – September 2026)

Policy Reviewed November 2026 by:

Mr L Morrall - SENCo/Assistant Head teacher

Date: 02.11.2026

SEND Governors: Mrs Hunjan/Miss Mawby

Next Review: November 2027

Identification of Special Educational Needs Flow Chart

