



FERNDALE

PRIMARY SCHOOL

Ferndale Primary School
Ferndale Avenue
Great Barr
B43 5QF

Phone: 0121 357 3326
Email: headteacher@ferndale.sandwell.sch.uk
Website: ferndaleprimary.co.uk
Twitter: @FerndalePrimary

Ferndale's Focus Provision

Ferndale has 10 Focus Provision places for pupils with Complex Communication Needs/ ASD (Autistic Spectrum Disorder) and Complex Needs. These places are available via 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.

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, but have access to specialist areas such as the Learning Zone, Sensory Room, small group and nurturing/mentoring 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.

Staff are employed and trained to work specifically with pupils within the Provision. They receive specialised training which includes: the use of symbols to support visual schedules and learning, PECS, Makaton, objects of reference, Sensory Integration, Social Stories and MAPA (Managing Actual and Potential Aggression).

Each child has a designated key worker but will work with a range of staff to develop their social interaction skills and independence.

Staff will work with small groups or 1:1 with a child 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 can be flexible to meet transport needs.

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. 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 does my child access a Focus Provision place?

Please do not apply through Local Authority Admission processes or directly to the schools. Firstly, discuss with your child's current school, or specialist working with them.

They must have an Education, Health and Care Plan, and also have a formal diagnosis of Autism and Complex Needs/Complex Communication Needs before a place can be considered.

During an Annual Review, agencies will discuss provision, and if appropriate a request for a 'Focus Provision' place 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. They will then make a decision whether they can offer a Focus Provision Place.

At this stage, SEN caseworkers, parents and Focus Provision schools will liaise to find the appropriate provision with spaces available.

Transition – Feeder schools and FP schools will work together with parents and external professionals to plan transition into the setting. This will be dependent on individual need.

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