

# The Local Offer



## FERNDALE PRIMARY SCHOOL – Local Offer

**Date: September 2024**

**Review Date: September 2025**

**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, or difficulties with social, emotional and mental health, behaviour, 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 differentiate (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 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 - 2023)
- 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 if they have difficulty managing 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, but is 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 (EYFS, 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 to achieve these longer 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 he/she 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 strategies available at the Universal Offer level. Our school will be able to tell you what programmes they have to support reading, writing, maths and SEMH/behavioural difficulties that they assess will support your child.
- If your child has a particular learning or behavioural difficulty such as: hearing impairment or visual impairment, a diagnosis of attention deficit disorder, autism, speech and language, moderate learning or specific learning difficulty; 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 Focus Provision for Autism and Complex Communication, 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 or behaviour 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 him/her 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 make 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 but school will continue to review the programmes used and meet with you as parents 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 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 raise your concerns with the Headteacher or Chair of Governors at the school. If you are still not satisfied then register a complaint with the Local Authority at Sandwell Council House. The Parent Partnership Service is also there to help and your school will have the contact details.
- A small sensory room for children to access in the Year 1 building is currently being developed.

- The B Squared 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.
- 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 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.

- 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 (2023), 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>*

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 2023 document and subsequent KCSIE documents.

### Whole School Provision Map

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



