

Inclusion - Ferndown First School's Local Offer for Pupils with SEND

1. *Please give a brief overview of the capabilities within your service to provide for children and young people with special educational needs and disabilities (SEND).*

Ferndown First School is an inclusive school and may offer the following range of provision to support children with SEND.

Strategies to support and develop literacy skills.

- One to one short daily phonic sessions with a teaching assistant, using a Kinesthetic (experiencing / doing things) approach. This will support children in increasing their knowledge of phonics and how to apply them to reading and spelling.
- Small group reading support in class through guided reading, and individual reading support out of class from volunteers.
- Individual reading recovery sessions with a specialist teacher, which teach children the whole reading process including how to sound out words, improve their fluency, self-correct mistakes in reading and use clues from the whole text and pictures to gain meaning from their reading.
- Additional reading support sessions with teaching assistants. These focus on increasing the child's knowledge of phonics, high frequency words, fluency and comprehension of the text.
- Additional small group literacy support in class from class teachers and teaching assistants.
- Provision of table top writing packs, as required. These may include: finger spacers, phonics sound mats, high frequency word lists and individual spelling lists.
- Additional individual reading and writing skills programmes for children who present with specific barriers to their acquisition of literacy skills, delivered by a specifically trained higher level teaching assistant.
- Small group additional handwriting development programme, delivered by a teaching assistant.
- Use of various commercially produced assessment materials to assess children's current levels of understanding and skills, with targets and programmes written as a result where required.

Strategies to support and develop Numeracy skills.

- One to one short daily number and early calculation sessions with a teaching assistant, using a Kinesthetic (experiencing / doing things) approach. This will support children in increasing their knowledge of numbers and their place value and how to apply them to calculations and number sequences.
- Small group mathematics support in class through guided group work.
- Additional maths support sessions with teaching assistants. These focus on increasing the child's knowledge of numbers and their place value; number facts such as pairs of numbers which make 10 /20/100 and times tables; mental calculation strategies and written methods which support calculations, for example, using a number line or track.
- Additional small group maths support in class from class teachers and teaching assistants.
- Provision of table top maths packs, as required. These may include: number tracks or lines, 100 squares and practical resources such as cubes or diennes.

- Small group, additional daily '1st class at number' sessions delivered by teaching assistants trained in the teaching of the programme.
- Use of various commercially produced assessment materials to assess children's current levels of understanding and skills, with targets and programmes written as a result where required.

Strategies to support speech and language

- Assessment by and intervention from a speech and language therapist, on referral.
- Small group narrative therapy sessions focused on developing children's speaking and listening skills, delivered by a teaching assistant .
- Individual speech and language programmes written by the Speech and Language Therapy Service, delivered by a teaching assistant.
- Adjustments to the classroom provision and adult communication as advised by the Speech and Language Therapy Service.
- Small socially speaking group, which develops children's skills in communicating appropriately with their peers and adults.

Strategies to support social skills and emotional well-being and self-esteem.

- Small group or individual sessions with a trained ELSA (emotional literacy support assistant) for children who need additional support with their emotional well-being.
- Twice weekly small group nurture club, supporting children in coping with the expectations and routines of the school.
- Intervention from the Child and Adolescent Mental Health Service (CAMHS) for children and their parents/carers on referral, delivered at CAMHS or in school as appropriate.
- Tailored support strategies advised by the school's allocated educational psychologist or behavior support team.

Access to strategies/programmes to support occupational therapy/physiotherapy needs:

- Assessment by and intervention from an occupational therapist (OT), on referral.
- Implementation of individual OT/physiotherapy support and intervention programmes by allocated school staff, trained as appropriate, for those children in receipt of these services.
- Training of individual members of staff by the OT/physiotherapy services in the delivery of individual OT and physiotherapy programmes, eg. handwriting development.
- Provision of specific resources and equipment, eg. specially designed chair and grab rails.
- Provision of support resources, such as writing wedges and theraputty, where required.
- Learn to move, move to learn assessments by a trained teaching assistant and when required, an individual programme delivered by a teaching assistant.

Access to Medical Interventions:

- Initial meetings with school nurse and parents of children with medical issues to establish child's needs in school and, where appropriate, draw up care plans.
- Staff training in the administration of support and/or medication for conditions including epilepsy, diabetes

	<p>and epipen use.</p> <ul style="list-style-type: none"> • Liaison with medical professionals, eg. GPs, hospital consultants and mental health practitioners, providing ongoing treatment to children in the school. • Posters with photographs of child and detailing the child's condition and, where relevant, required medication displayed in staffroom. • Individual protocols for children with significant medical needs. • Implementation of risk assessments. • All support staff trained in First Aid.
<p>2. <i>How do you know if children/young people need extra help and what should I do if I think my child/young person may have SEND?</i></p>	<p>Ferndown First School uses a number of indicators to assess if a child requires additional help. These include:</p> <ul style="list-style-type: none"> • Comparing children's attainment to age related expectations; • Analysing the progress children make in a given time frame; • Measuring the impact of adjusting the classroom provision on a child's progress; • Staff's knowledge of associated traits of different areas of special educational needs; • Standardised scores from testing are below 85; • Children who need additional support to manage their emotional, social and behavioural conduct; <p>At Ferndown First School, we have an open door policy. We welcome and encourage families and carers to work in partnership with us. Parents and Carers should contact their child's class teacher to discuss any difficulties or concerns that they have regarding their child's education. If required, parents and carers may also request a meeting with the Base Leader, Head Teacher or Inclusion Leader to discuss their concerns further.</p>
<p>3. <i>How will your staff support my child/young person?</i></p>	<ul style="list-style-type: none"> • We will support your child by taking action to remove barriers to learning and put effective special educational provision in place. This support will be in the form of four-part cycle of assess, plan, do and review. Through this earlier decisions and actions are revisited, refined and revised with a growing understanding of your child's needs and which support is effective in your child making good progress and securing good outcomes. This is known as the graduated approach. At Ferndown First School, this approach is most commonly applied through a group or individual education plan.
<p>4. <i>How will the curriculum be matched to my child's young person's needs?</i></p>	<ul style="list-style-type: none"> • Your child's needs will be considered by the class teacher and planned for during their weekly planning of the curriculum to ensure that your child's strengths are able to flourish and develop, whilst supporting them in the areas in which they require additional support. • Your child's class teacher and when appropriate the Inclusion Leader will plan and co-ordinate any additional support that your child may require. • These details will be made available to you through consultations and copies of education plans.

<p>5. <i>How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?</i></p>	<ul style="list-style-type: none"> • Class teachers use continuous assessments to inform them of children's progress and next steps. • Class teachers will formally assess children at least 3 times a year to check a child's progress against age related expectations. • Children with an additional education plan will have their progress measured every half term from a baseline. This will inform us of the broader picture of progress they have made, for example, the number of high frequency words they have learnt. • This information will be shared with you through consultations, parent reports and education plans.
<p>6. <i>What support will there be for my child's/young person's overall wellbeing?</i></p>	<ul style="list-style-type: none"> • Children's well-being is at the core of our 5 ethos values at Ferndown First School, which are CARE, community, aspiration, excellence and respect. • For children who require additional medical or emotional support, we have a number of interventions and procedures in place as detailed in section one of our local offer. • We value partnership working and believe that through a close working partnership with families we can work together to support our children's well-being.
<p>7. <i>What specialist services and expertise are available at or accessed by your setting?</i></p>	<ul style="list-style-type: none"> • The school has an allocated Educational Psychologist. • We have access to support from the Local Authority for children with Statements / EHC plans. • Speech and Language therapists visit the children in school who are on their caseload. We can refer children to this service. • Occupational therapist and physiotherapists visit children in school who are on their caseload. We may also refer to children to children's therapy service. • We can access support from the behavior support service. • There are various traded service, which we could request expertise support from such as SENNS.
<p>8. <i>What training do staff supporting children and young people with SEND have?</i></p>	<ul style="list-style-type: none"> • The school has a qualified teacher assigned to the role of Special Educational Needs Co-coordinator (SENCo). • All staff received INSET in Summer 2014 on supporting children with speech and language communication needs. • We have a higher level teaching assistant who has the OCR level 5 teaching children with specific learning difficulties qualification. • Staff attend various training on supporting children with different learning needs and then disseminate this new knowledge to all staff back in school.
<p>9. <i>How will my child/young person be included in activities outside the setting including trips out?</i></p>	<ul style="list-style-type: none"> • When required, trip leaders will meet with you to discuss an accessibility plan and risk assessment.

<p><i>10. How accessible is the setting environment?</i></p>	<ul style="list-style-type: none"> • Ferndown First School is a single story building with ramps leading up to doors. • It has wide corridors and door frames, allowing for easy access to wheel chairs. • It has several disabled parking bays, closest to the school entrance. • All areas of the outdoor environment are accessible to wheel chair users. • There is a disabled toilet in the middle of the school. • Adjustments to a block of girls and boys toilets have been made to support children with reduced mobility such as steps and handrails. • The school has made adjustments to some classrooms to improve the acoustics for children with hearing difficulties. • There is a sound proofed room which can be used for interventions.
<p><i>11. How will the setting prepare and support my child/young person moving to the next stage of education/life. How will you increase their independence?</i></p>	<ul style="list-style-type: none"> • We will host a transition meeting with the receiving school and yourself. The views of your child will be sought, collected and fed into this meeting. We do not feel it is appropriate for our school children to attend formal meetings. • We share information with receiving schools during transfer meetings. • All paperwork relating to your child is passed on to the new school. • As many transfer visits as is deemed appropriate are arranged and carried out, supported by yourselves as well as school staff. • Transfer ELSA work takes place for those who require additional support.
<p><i>12. How are the setting's/school's/college's resources allocated and matched to children's/young people's special educational needs?</i></p>	<ul style="list-style-type: none"> • We use a graduated response along with knowledge of the interventions and support available to match the school's resources to a child's needs. • The effectiveness of support given in a year is measured and used to inform future decisions regarding support. • The Inclusion Leader is responsible for coordinating the needs of the children in the school and allocating the school's resources to best match those needs.
<p><i>13. How is the decision made about what type and how much support my child/young person will receive?</i></p>	<ul style="list-style-type: none"> • Class teachers, Base Leaders and the Inclusion Leader work together to assess, plan, do and review the support that children receive in the school. • The Inclusion Leader has responsibility for coordinating and monitoring the additional support across the school.

14. How can I be involved?

- Children make the most progress when a coordinated approach to their education is in place with class teachers, additional support teachers or teaching assistants and yourself working together on the same targets.
- Through meetings or structured conversations we can agree these targets for your children and discuss how we can all support your child in achieving them.
- We believe that children should have high aspirations supported and encouraged by their families.
- We ask you to support us in nurturing resilient learners who feel comfortable to take risks in their learning and view mistakes as a learning opportunity.
- Use our regular communications about the curriculum to engage your children in conversations about their learning.
- Provide your child with an environment which fosters a love of reading and learning.
- Come and talk to us whenever you have questions or concerns.