



Ferndown First School

SEND Information Report

2018 to 2019

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Ferndown First School Special Educational Needs context, attainment and progress summary

What is our school context (November 2019):

Level of SEN		No.	% of school
All SEN needs		61	15%
SEN support		51	
Education Health Care Plans		6	
Education Health Care Plan Requests		4	
SEN area of need		No.	% of SEN register
Communication and Interaction	Asperger's Syndrome and Autism	1	2%
	Speech & Language Communication Needs	24	39%
Cognition and Learning	Specific Learning Difficulty	16	26%
	Moderate Learning Difficulties	0	0%
Social, Emotional, Mental Health		15	25%
Physical Disability		5	8%

How did our SEN children achieve in national assessments (July 2019)?

We use national and school data to support us in continually striving to improve provision in school.

Dorset Data Pack, Early Years Foundation Stage

	SEN	Dorset
% expected in all 12 scales (GLD)		
Communication and language	60%	43%
Physical development	60%	56%
PSED	20%	52%
Literacy	0%	34%
Maths	40%	46%

Our analysis of this data, when considered with other contextual information, has focussed our improvement strategies for SEN children on the teaching and regular assessing of phonics for reading.

End of Key Stage 1, Fisher Family Trust Information

FFT CVA	ATTAINMENT KS1 2018 to 2019 % expected standard or above			
	SEN support	Nat	Non SEN support	Nat
Reading	17	33	88	83
Writing	17	25	80	78
Maths	17	36	84	84

FFT CVA	PROGRESS KS1 2018 to 2019 % above / below national progress	
	SENS	Non SENS
Reading	-13	-3
Writing	-1	-4
Maths	-18	-4

Our analysis of this data, when considered with other contextual information, has focussed our improvement strategies for SEN children in KS1 and 2 on raising attainment and progress in reading, writing and maths.

2. What is the Dorset Local Offer?

From September 2014 all schools and academies have been required to publish information about their Special Educational Needs and Disability (SEND) provision. In Dorset, this forms part of a Local Offer, which provides information and guidance on services for children and young people, aged 0-25, with SEND. Information regarding education, health, social care, preparing children for adulthood and leisure can be found on this dedicated website;

<https://www.dorsetforyou.gov.uk/localoffer>.

At Ferndown First School our aim is to improve the lives of all children and narrow the gap so that the experience of the majority is the experience of all.

3. What is the statutory guidance that guides schools?

The SEND Code of Practice focuses on providing the right support for children and young people from 0 to 25 who have a special educational need and / or disability. This Code of Practice will categorise children in two categories of need. These are SEN support and Education, Health Care Plan – (EHCP). Children at SEN support require provision that is additional and different from their peers in order to fulfil their potential. This can sometimes include support from outside agencies such as Speech Therapy and Behaviour Support Service. Children who have an EHCP require a higher level of support and are allocated funding which the school uses to provide resources to support individual children.

4. What kinds of SEND are provided for?

Within the Code of Practice, there are four categories of need. Some children will only have one category of need whilst others will have more than one.

The categories are:

- **Communication and Interaction**, including speech and language communication needs and Autism.

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

Children and young people with Autistic Spectrum Condition, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

- **Cognition and Learning** including specific learning difficulties and moderate learning difficulties.

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to

profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- **Social, Emotional and Mental Health** including ADHD

Children and young people 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. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- **Sensory and/or Physical** including physical disability, blindness or hearing impairment.

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. For example, vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI). We include children who need significant adult support for medical conditions in this area of need.

Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

5. How do we identify children with SEND?

Prior to starting school, a child may have already been identified with Special Educational needs or Disability. Where a child is known to have SEND, we work closely with parents and supporting agencies to ensure transition into school is as smooth as possible and to plan so that the child settles well into Early Years.

- **Definition**

At Ferndown First School, children are identified as having SEN if they require **special, additional or different teaching to the majority of the other children** of their age. The identification of SEN is built into the overall approach to the monitoring of progress and development of all pupils.

- **Process**

The teacher and the SENCo decide whether to make special educational provision based upon a range of information gathered from within the school about the pupil's progress compared to national data and expectations of progress. This will include ongoing teacher assessments, information from standardised assessments as well as information from parents and pupils. For higher levels of need, our school is able to draw on more specialised assessments from external agencies and professionals including children's therapy services, speech and language therapy service, SENSS, educational psychologists and community paediatricians. The school will consult with parents before involving external agencies and professionals.

- **Purpose**

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We will consider the needs of the whole child, including their strengths as well as the areas of need. At Ferndown First School, we recognise that children's needs will can be across all areas of need and change over time.

As a school we use the following indicators to support identification of children with SEN:

- Children who require specialist provision to access the school curriculum and community appropriately and safely;
- Children whose response to an intervention indicates SEN or who despite targeted high quality teaching targeted at their areas of difficulty, still do not make the progress expected;
- Children who are in receipt of specialist advice from an outside agency;
- Children who exhibit commonly found traits of different types of SEN, which have a negative impact on their well-being and progress;
- Children who have clear barriers to their learning;
- Children who are likely to need specialist educational provision if, even with accelerated progress, they would remain below age related expectations by the end of the year.

6. Which outside agencies do we work with?

Education

- Educational Psychologists
 - To support children's educational attainment and emotional well-being.
 - School referral made if school feel their graduated response needs support.
 - Automatic involvement if an EHCp request is accepted by the local authority.
- Specialist teachers – SENSS
 - To provide specialist professional assessment, teaching, advice and training to schools regarding children and young people with specific learning difficulties.
 - School referral made if school feel their graduated response needs support.
- Behaviour Support Service
 - Specialist advisory teachers who work to support schools and parents/carers to bring about positive change in the behaviour of children and young people.
 - School referral made if school feel their graduated response needs support.
- Hearing and Vision Support Service
 - HVSS provides specialist support and advice to families, schools and settings to meet the needs of children and young people with hearing or vision impairment.
 - School refer as and when necessary.
- Behaviour Support Service
 - Specialist advisory teachers who work to support schools and parents/carers to bring about positive change in the behaviour of children and young people.
 - School referral made if school feel their graduated response needs support.
- Local Authority SEND Department
 - The local authority department which is responsible for the administration of EHCps.
 - To provide support and guidance to schools and parents in securing the most appropriate provision for the identified SEN needs.

Health

- School Nurse
 - School nursing teams work with children, families, school staff and other agencies to support the health and development of school-age children across Dorset.
 - Referrals can be made through schools. School nurses also run drop-in sessions, for both children (year 7 and above) and parents/carers. These sessions are advertised by schools, and are completely confidential.
- Community Paediatrician
 - Community Paediatricians provide services for children with physical disabilities, developmental difficulties and neurodevelopmental conditions (including ADHD and autism spectrum conditions).
 - Access to paediatric appointments is through a school referral which must detail the **impact of the schools graduated response** and evidence of parents **completing an evidence based parenting programme**. Without this information, referrals are unlikely to be accepted.
- Child and Adolescent Mental Health Services – CAMHS
 - To support children who are suffering significant mental difficulties.
 - Referrals can be made by other health professionals and schools. CAMHS are likely to want information on the **impact of the schools graduated response** and evidence of parents **completing an evidence based parenting programme**.
- Speech and Language Therapy
 - To provide support and treatment for people who have speech, language, communication or swallowing difficulties.
 - Referrals can be made by other health professionals and schools. Schools will now need to detail evidence of a graduated response in their referral.
- Physiotherapists
 - To support parents and school in understanding how the child's development might be affected by their co-ordination and motor skills and will work with them to plan a programme of physical development.
 - Referrals can be made by other health professionals and schools. Schools will need to prove a graduated response through programmes such as 'Learn to move'.
- Occupational Therapists
 - Occupational Therapists (OTs) assess how well a child can participate in occupations (activities) that are meaningful to them. They support the child in gaining independence in skills that allow them to participate more fully.
 - Referrals can be made by other health professionals and schools. Schools will need to prove a graduated response through programmes such as 'Learn to move'.

Social Care

- Family Partnership Zone
 - Offer help to families that are facing problems or are likely to face problems in the future if the issues are addressed. They want to make sure we find out about any problems early and help stop them from becoming bigger issues.
 - <https://www.dorsetforyou.gov.uk/family-partnership-zones>

7. How do we consult with parents and carers who have a child on the SEND register?

At Ferndown First School, we have an open door policy and encourage joint working with families.

Joint working with your child's class teacher is very important in regards to sharing information about your child's needs in school and at home. These keep you updated on progress and provision in place in school, which may include a graduated response (more information on this can be found later in the report). There are a minimum of three planned consultation evenings a year, which will include the opportunity to speak with the class teacher and with the Inclusion Leader (SENCo), Mrs Doswell. However, please come in and talk with us if or when needs and issues arise.

If your child has an education Health and Care plan, there will be an annual review meeting arranged with you and if appropriate, your child. The school SENCo will host the meeting and invite along the professionals involved in supporting your child. The meeting will include discussions about progress, and what is working well and what will need to be improved or changed. This information will be summarised in the annual review form and shared with the SEND department of the Local Authority.

8. How do we involve your child in their education?

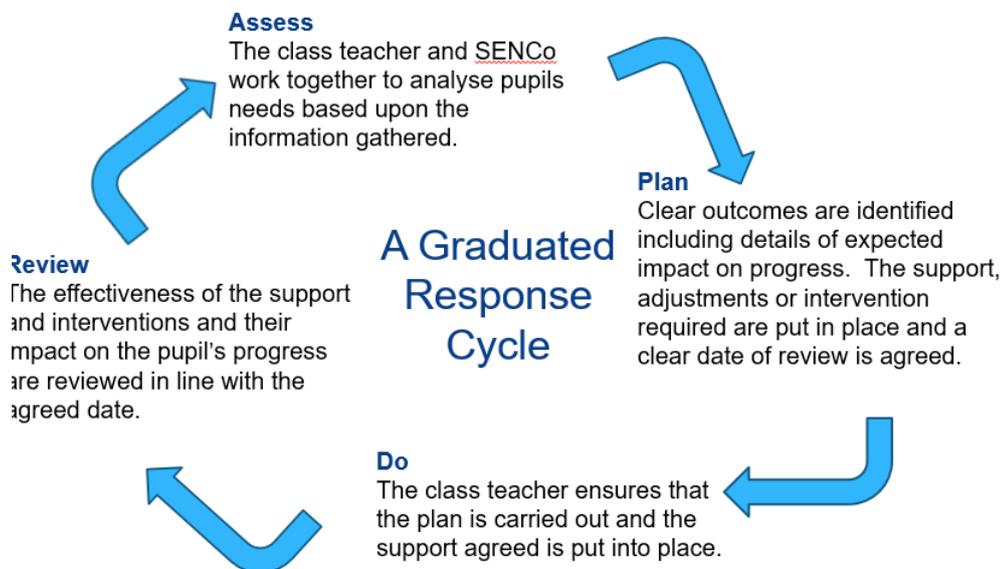
The views of all children are very important when support is initiated and reviewed. Staff in school will discuss your child's individual targets with them and involve them in the process. They will be asked about how they feel they are progressing and what they can do to make more progress. If they have an EHCP, their views are a central part of the review process and incorporated into the annual review paperwork completed by the SENCo.

9. What is a graduated response?

We believe that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

At Ferndown First School, high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Lessons are planned to address areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.

SEN support at Ferndown First School is a four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and strategies which support the pupil in making good progress and securing good outcomes. The four processes our graduated approach are: assess, plan, do and review.



Where, despite relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, our school considers requesting an Education Health and Care needs assessment.

Where a pupil has an EHC plan, the local authority will review that plan as a minimum every twelve months.

10. What is our teaching approach to children with SEN?

At Ferndown First, we believe in every child's right to receive quality first teaching and aim to achieve a holistic approach to every child's needs. We recognise that different learners have different needs and therefore need appropriate personalised provision to meet those needs.

We provide a differentiated curriculum that meets the needs of all pupils and groups by:

- Setting suitable learning targets
- Responding to pupil's diverse learning, emotional and cultural needs
- Overcoming potential barriers to learning and assessment
- Liaising with outside agencies
- Using a 'next steps' approach to curriculum planning and personalised learning pathways
- Implementing the principles of assessment for learning to provide personalised feedback and next steps
- Using the cycle of assessment, evaluation and planning to inform future learning.

We use a variety of interventions to support children including:

- Fine and gross motor skills
- Phonic catch up and application to reading and spelling
- Reading and writing
- Maths fluency and basic number skills
- ELSA (Emotional Literacy Support)
- Speech and Language programmes and communication groups
- Visuals to support routine, scheduling and independence
- Individualised learning pathways
- Specific resources such as touch typing programmes, spelling folders, pencil grips and wobble cushions

Additionally we make amendments to the learning environment through resources such as:

- individual workstations to reduce anxiety and aid focus and concentration;
- quiet areas for breaks or small group interventions.

11. How do we evaluate the effectiveness of the provision we make for children with SEN?

- Class teachers use continuous assessments to inform them of children's progress and next steps and will formally assess children at least three times a year to check a child's progress against age related expectations.
- In addition, regular standardised testing is used to inform teachers of progress and attainment as well as additional potential areas of difficulty in reading, spelling and maths.
- Children with an additional education plan, additional intervention or personalised learning pathway will have their progress measured at the end of a short period, 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 parents through consultations, progress reports and pupil records or individual plans.
- Progress towards the outcomes will be reviewed during each consultation evening.
- The Special Educational Needs Co-ordinator monitors the progress towards outcomes and the attainment of all children on the SEN register.

The school is constantly monitoring and reviewing the impact of interventions used to support children in their development or acquisition of core skills. This information ensures that the most effective and cost efficient interventions are deployed within the school.

12. How might we support transitions in school and between schools?

Towards the end of each school year, class teachers meet to share information about all children before they move to the next year group. We try to make each transition as smooth as possible by giving the children lots of opportunities to meet their new teacher, see their new classroom and to understand a little about the routines in their new class. For children with SEND, this provision is increased and the new class teacher may take photos of themselves and other staff as well as the classroom, cloakroom, toilet etc so that the child can look at these and is reassured over the summer holiday.

For children who are moving schools, particularly those in year 4, we liaise with the receiving school. We host a transition meetings with the staff from our local Middle Schools, where all relevant information will be shared. The views of your child will be sought, collected and fed into this meeting.

Year 4 children moving onto Ferndown Middle are provided with opportunities to visit and take part in transition vents throughout the year as well as the planned transition day at the beginning of July.

For children who are finding the concept of transition challenging, we run group ELSA sessions and plan additional small group opportunities to visit Ferndown Middle school during the school day with our Emotional Literacy Support Assistant.

13. What training do our staff have for working with children with SEN?

In order to maintain and develop the quality of teaching and provision which can respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. The SENCO in liaison with the staff Professional Development Co-ordinator will recommend or arrange appropriate SEN training for staff where needed.

We work closely with SENSS and speech therapy to provide ongoing support for staff who are dealing with more challenging children with SEND so that we provide a consistent and effective response to their each individual's needs.

At Ferndown First School, we have an experience SENCo who was employed as a SENCO before September 2009. The school also employs a specialist speech and language teacher and a Higher Level Teaching Assistant who holds the OCR level 5 qualification for teaching children with Specific Learning Difficulties. In addition, teachers in the school are trained in 'every child a reader' and 'every child a writer'.

Recent training completed in school includes:

- Autism Education Trust School's Programme
 - Training in how to implement and use the progression framework for pupils on the autism spectrum
- TEACCH approach
 - Further training in creating environments, relationships and appropriate provision within the classroom, which allows children with complex communication difficulties to work independently and successfully.
- Ready Steady Write
 - Training from an occupational therapist in supporting the early fine motor skills necessary for fluent handwriting.
- Independence Training
 - Training in using classroom, small group and individual strategies which promote independence and learning.
- Quality First Teaching for Children with Learning Difficulties
 - Training in whole class, small group and individual strategies for supporting children with SEN in mastering basic fundamental literacy skills such as phonics acquisition and application.
- Dyscalculia
 - Training in whole class, small group and individual strategies for supporting children with SEN in mastering basic fundamental maths skills such as understanding number and place value.
- Colour Semantics for writing
 - Training in whole class, small group and individual strategies for supporting children with SEN in mastering basic sentence construction using visuals and oral rehearsal.

How do we promote engagement in wider opportunities?

As part of our tracking and monitoring procedures, we track the attendance to wider opportunities offered at the school. This information is used to ensure that the opportunities provided are accessible to different vulnerable groups including children with SEND. All efforts are made to ensure that children with SEND can attend clubs of their choice.

When planning trips beyond the school grounds, when required, trip leaders will meet with parents to discuss an accessibility plan and risk assessment.

14. Where can I find further information?

Additionally on our website is:

- Ferndown First School Accessibility plan
- Ferndown First School Equality Objectives
- Ferndown First School Inclusion Policy, containing SEN Policy and supporting children with medical conditions & managing medicines.
- Ferndown First School Intimate Care Policy

For further information please access the following website.

Information on the Dorset Local Offer

<https://www.dorsetforyou.gov.uk/children/sen-disability/local-offer>

SENDIASS

<http://www.dorsetforyou.gov.uk/parent-partnership-service>

SENDIASS is a free, impartial and confidential service who provide information, advice and support to:

- children and young people aged 0-25 with special educational needs (SEN) and/or a disability
- parents and carers of children and young people with SEN and/or a disability

They work with:

- the Local Council
- education and training providers
- the Voluntary sector
- other agencies

They aim for parents and carers, children and young people to play an informed part in:

- planning provision
- agreeing outcomes to meet SEN

SENDIASS Officers are trained in SEN. They will help you:

- to express your views for your assessment or for meetings
- if there's a disagreement
- find other support
- by listening to your concerns and talking about your choices/options

Family Partnership Zones

<https://www.dorsetforyou.gov.uk/family-partnership-zones>

Family Partnership Zones offer help to families that are facing problems or are likely to face problems in the future if the issues are addressed. They want to make sure we find out about any problems early and help stop them from becoming bigger issues.

The support they offer includes:

- targeted individual support
- access to positive activities
- group work with children and young people
- access to parent support groups
- help with periods of change in a child's life

Dorset Parent Carer Council

<http://www.dorsetparentcarercouncil.co.uk>

Dorset Parent Carer Council is run by parents for parents and their families. They work to provide a strong and united voice for families in Dorset aiming to inform all agencies that offer help, advice and benefits to our children and ourselves.

Rose Road Association

<https://www.roseroad.org.uk/>

The Association provides a range of services for young disabled people aged 0 - 25, their parents, families and carers. This includes support completing forms for parents to express their views during the EHCP application process.

15. How can I make a complaint?

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent feels that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENCo. Information on how to make a formal complaint is available on request.