



# SEND Information Report

The person responsible for overseeing the provision for children / young people with SEN is:

**Mr Sean Watts, Head Teacher**

01202 873747 [office@fernfirst.dorset.sch.uk](mailto:office@fernfirst.dorset.sch.uk)

The person co-ordinating the day to day provision of education for children / young people with SEN is:

**Mrs Caroline Cload, Inclusion Leader, Qualified Teacher, SENCo (NASENCo)**

**Miss Tracey Piddock, Acting SENCo and Inclusion Lead (Maternity Cover)**

The nominated Governor to link with Special Educational Needs is:

**Mrs Lif Bishop**

<b>Approved by:</b>	Senior Leadership Team	<b>Date:</b> October 2023
<b>Last reviewed on:</b>	October 2023	
<b>Next review due by:</b>	October 2024	

## Aims

Our SEN information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Ferndown First School, our vision for children with special educational needs and disabilities is the same as for all our children – that they develop intellectually, socially, emotionally and physically, and reach their full potential.

At Ferndown First School, teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from additional support or specialist staff.

Our aim is:

- to raise the aspirations and expectations of all our pupils with SEN.
- to aspire to all our pupils with SEN being at least age related expectations of attainment.
- to maintain a focus on outcomes for pupils, which enable gaps in attainment or other needs to be closed.
- to ensure the safeguarding of all children / young people and enable them to learn and grow independently in a safe environment;
- to ensure that all children / young people with special educational needs receive the additional support they require to remove any barriers to their progress;
- to follow the principles of Dorset's Inclusion Vision which promotes entitlement, equality, diversity, flexibility and choice;
- to adopt an approach which acts in accordance with the duties and responsibilities as detailed in the Equality Act 2010.

To meet these aims we will:

- identify pupils who have special educational needs and additional needs at the earliest point and make effective provision in order to improve long term outcomes.
- work within the guidance provided in the SEND Code of Practice, July 2014
- operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs, including promoting joint working with families.
- designate a teacher to be responsible for co-ordinating SEN provision, a Special Educational Needs Co-ordinator (SENCO)
- Provide support and advice for all staff working with SEN pupils
- Monitor the progress of all children / young people to ensure that those with special educational needs have the opportunity to maintain the same rate of progress in their learning, or better, than children/ young people without special educational needs.
- Promote social inclusion that allows children / young people to develop a sense of belonging

## Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- The Equality Act 2010

This policy also complies with our funding agreement and articles of association.

## Definitions

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

## Roles and responsibilities

Provision for pupils with special educational needs is a matter for the Trust as a whole. The CAT Board delegates monitoring and evaluating the day to day SEND provision to School Standards Boards and the CAT Senior Leadership Team. In addition to the School Standards Board, Senior Leaders and SENDCo, all members of staff have important responsibilities.

***All teachers are teachers of Special Educational Needs. Every teacher is responsible and accountable for the progress and development of all pupils in their class, even where pupils access support from teaching assistants or specialist staff.***

## Castleman Academy Trust:

- Ensures schools follow SEND Policy
- Ensure schools have sufficient and appropriate resources to fulfil their responsibilities
- Provides support and advice to SENDCos
- Offers CPD, coaching and staff supervision where appropriate

- Monitors and evaluates SEND outcomes

### **School Standards Boards:**

- In partnership with the Headteacher, the Governors have responsibility for deciding the school's general policy and approach to meet the needs of pupils with SEND.
- Will have a named SEND governor to monitor provision on behalf of the SSB.
- Ensures, through the professional growth discussion process, that the Headteacher sets objectives and priorities in the school development plan, which includes provision for SEND.
- Monitors the policy through the school's self-review procedures.
- All governors are informed of the school's provision, including funding, equipment and staffing.
- Reports annually to parents on the school's policy through the website.

### **The Headteacher:**

- Sets objectives and priorities in the school development plan, which includes SEND.
- Informs the School Standards Board.

### **SENDCo:**

- Is responsible to the Headteacher for the management of SEND provision and the day to-day operation of the policy.
- Manages and develops the roles of Learning Support/ Teaching Assistants, through training and professional growth discussions.
- Uses local and national guidance, linked to the graduated approach, to identify pupils with SEND.
- Co-ordinates provision for pupils.
- Monitors and advises on evidence-based approaches to teaching and learning of pupils with SEND.
- Monitors the progress of pupils with SEND, and manages when pupils need to move to a higher or lower level of support
- Keeps accurate records of all pupils with SEND.
- Draws up, reviews and monitors school-based SEND support, systems and processes.
- Disseminates information and raises awareness of SEND issues throughout the school.
- Liaises with parents and carers of pupils with SEND.
- Supports transitions between settings
- Collaborates with other professionals, including other SENDCos and external agencies
- Maintains high expectations for all pupils, including those with SEND
- Evaluates lessons, considering the engagement and outcomes for the SEND pupils
- Ensures specific programmes for SEND learners are considered in lessons.
- Monitors progress of pupils with SEND against agreed targets and objectives.
- Are fully aware of the school's procedures for SEND.

### **Class Teacher:**

- Provides high-quality teaching which is appropriately matched to meet individual needs
- Completes planning that considers the best use of all resources available, including any additional adults, to ensure the best outcomes for SEND pupils
- Evaluates lessons, considering the engagement and outcomes for the SEND pupils
- Co-ordinates provision for pupils.
- Ensures specific programmes for SEND learners are considered in lessons.
- Monitors the progress of pupils with SEND
- Produce Individual Learning Plans for all pupils with SEND.
- Liaises with parents and carers of pupils with SEND.
- Supports transitions between settings
- Collaborates with other professionals
  
- Are fully aware of the school's procedures for SEND.
- Raises individual concerns to the SENDCo

### **Learning Support/Teaching Assistants**

- Work alongside teachers to provide high-quality learning opportunities
- Liaises with the class teacher and SENDCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review).
- Supports pupils with SEND and the wider school population.
- Plans and delivers interventions where appropriate
- Delivers personalised programmes which have been provided by specialists such as SALT.
- Monitors progress against targets
- Assists with drawing up individual plans for pupils, as required.

### **Arrangements for Coordinating SEND Provision**

The SENDCO will hold details of all SEN Support pupils and those with an EHC Plan. All staff can access:

- The School's SEND policy
- The SEND register
- Profiles for each pupil on the SEND register
- Information on individual pupils and their needs
- Information on current legislation and SEN provision
- Practical advice, teaching strategies and information about different special education needs and disabilities

## **The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for the four broad areas of need, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

## **Identifying pupils with SEN and assessing their needs**

CAT schools believe that all pupils who are experiencing difficulties with any aspect of school should receive timely and evidence-based support. These pupils may or may not go on to be identified as having SEND.

### **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, specialist teachers, 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 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 whose progress is significantly slower than that of their peers starting from the same baseline
- 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 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.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We recognise that there are factors which may impact on progress and attainment, but are **not** indicators of special educational needs. For example:

- Children whose attainment is lower than age related expectations, but whose progress is at a rate comparable to their peers.
- Children with persistent disruptive or withdrawn behaviours do not necessarily indicate SEN.
- Difficulties related solely to limitations in English as an additional language are not SEN.

### **Exiting the SEN register/Record**

As part of the graduated response to children with SEN, children's needs will be constantly reviewed and assessed in consultation with parents. During this process it will be considered whether a child continues to have SEN or whether their needs have changed and that they no longer require special, additional or different teaching to the majority of the other children of their age.

### **Consulting and involving pupils and parents**

We will have an early discussion with the child and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty
  - We take into account the parents' concerns
  - Everyone understands the agreed outcomes sought for the child
  - Everyone is clear on what the next steps are
  - The child's views and wishes about the support they need is taken into account
- We will formally notify parents when it is decided that a pupil will receive SEN support.

### **Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant the assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

### **Supporting pupils moving between schools**

We will share information with any other school or setting the child is moving between. The aim of this information sharing is to best support the child with their education and wellbeing.

Prior to starting school, a child may have already been identified as having a Special Educational Need 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.

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.



The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the child's entry to the school. The child will be closely monitored from the time they start at the school to ensure that all special educational needs are available and appropriate

For children who are moving schools, particularly those in Year 4, we liaise with the receiving school. We host a transition meeting 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.

For children who are finding the concept of transition challenging, we plan an enhanced program of transition taking into account their individual needs.

### **Our graduated approach to teaching pupils with SEN**

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. (6.36 Special Educational Needs and Disability code of practice 0:25, July 2014))

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. Additional intervention and support cannot compensate for a lack of good quality teaching. Lessons should be 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.

Regular monitoring systems, e.g. work and planning scrutiny, lesson observations and learning walks, are used in the school to review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

At Ferndown First School, 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 high quality formative assessment, assessment materials, information from parents and pupils and the desired outcomes.

For higher levels of need, the school has access to a comprehensive range of external specialists who can offer additional support and advice. The agencies that may be used by the school include, but are not limited to:

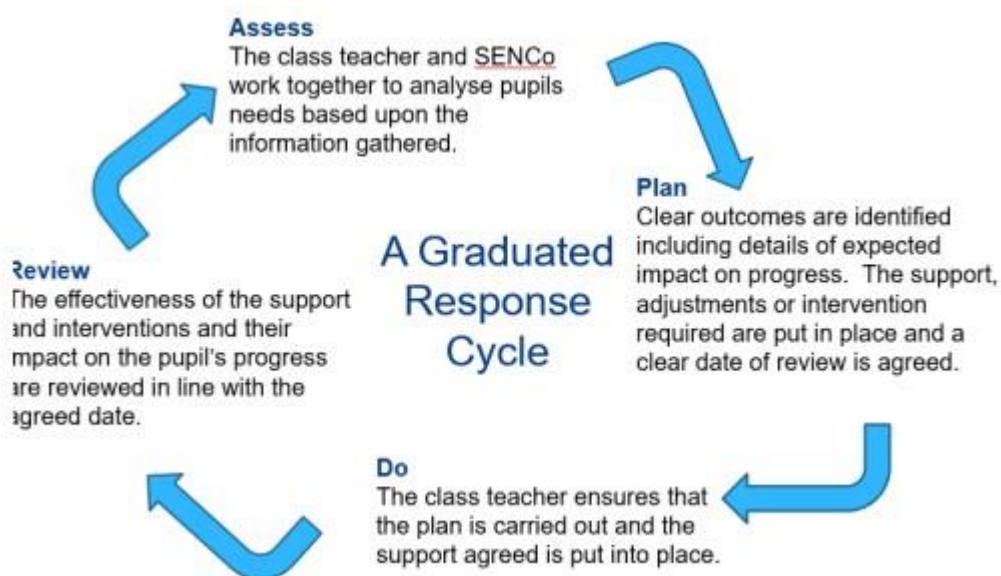
- Educational Psychologist (EP)
- School Nurse
- Community Paediatrician
- Child and Adolescent Mental Health (CAMHs)
- Speech Therapy (SALT)
- Physiotherapy
- Occupational Therapy (OT)
- Outreach from TADSS (e.g. Beaucroft)
- Outreach from specialist teachers within The Castleman Academy Trust

- Early Help Team
- Mental Health Support Team
- Local Authority Inclusion Lead

The school will consult with parents before involving external agencies and professionals.

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 of what supports the pupil in making good progress and securing good outcomes.

The four processes in our graduated approach are: **assess, plan, do and review**.



Where, despite our school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, our school should consider 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. Ferndown First School will co-operate with the local authority in the review process and, as part of the review, the local authority can require us to convene and hold annual review meetings on its behalf. (6.56 Special Educational Needs and Disability code of practice 0:25, July 2014).

### **Adaptations to the curriculum and learning environment**

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 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
- Maths fluency and basic number skills
- ELSA (Emotional Literacy Support) and social skills programmes
- Speech and Language programmes and communication groups • Visuals to support routine, scheduling and independence
- 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.

Our school accessibility plan sets out how we ensure that disabled pupils can participate in the curriculum and can be found at:

<https://www.fernfirst.dorset.sch.uk/keydocuments/inclusion-and-send/>

### **Supporting pupils at school with medical conditions**

Ferndown First School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case Ferndown First School will comply with its duties under the Equality Act 2010.

Further information is contained in the Castleman Academy Trust 'Supporting Pupils with Medical Needs' policy.

### **Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Children with SEN are encouraged to take on positions of responsibility
- Children with SEN are also encouraged to be part of lunchtime 'leaf' clubs to promote teamwork/building friendships where appropriate
- Specific intervention groups which focus on social skills are offered to children where required
- ELSA sessions are offered to children who require support with their emotions
- Mental Health Support Team regularly meet with a Lead practitioner in school.

We have a zero tolerance approach to bullying.

### **Expertise and training of staff**

- Our SENCO has completed the National Award for SEN Coordination.
- We have a team of teaching assistants, including senior and higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.
- 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.
- Our staff receive regular training and development linked to supporting our children with SEND. Training may be delivered on a whole school basis, or it may be offered to specific staff linked to the needs of the children they are working with.

### **Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each half term
- Reviewing the impact of interventions half-termly and termly
- Standardised testing is used to inform teachers of progress and attainment as well as additional potential areas of difficulty in reading, spelling and maths.
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

This information will be shared with parents through parent consultations, progress reports and pupil records or individual plans.

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.

### **Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. 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 pupils are encouraged to go on our residential trip in Year 4.

All pupils are encouraged to take part in whole school events and no pupil is ever excluded from taking part in these activities because of their SEN or disability.

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

### **Complaints about SEN provision**

Should parents/carers be unhappy with any aspect of SEND provision at the school, they should initially discuss the problem with the class teacher. For a problem that might need time to explore fully, parents/carers should make an appointment. This will allow the class teacher time to consult with the SENDCo if appropriate. The class teacher or the parent may wish to ask the SENDCo to attend this meeting, If parents/carers do not feel that their concerns have been addressed after this meeting, then the headteacher and/or the CAT SEND and Inclusion Director will meet with the parents/carers to discuss this.

### **Contact details of support services for parents of pupils with SEN**

#### **SENDIASS**

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

<https://www.dorsetsendiass.co.uk/>

## Locality Family Support Team

<https://www.dorsetcouncil.gov.uk/children-families/get-help-for-your-family/gettinghelp-for-your-family> eastlocality@dorsetcouncil.gov.uk

## The local authority local offer

Dorset local authority's local offer is published here: <https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer>

## Dorset Educational Advice Line

<https://www.dorsetcouncil.gov.uk/dorset-education-advice-line-deal>

(DEAL) - Dorset Council 0800 14 040 4

## Dorset Educational Psychology Advice

<https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/education-and-learning/services-to-help-support-your-child/educational-psychologists>

## Monitoring arrangements

This policy and information report will be reviewed by the SENCo and Headteacher **every year**. It will also be updated if any changes to the information are made during the year.

**Links with other policies and documents** Additionally on our website is:

- Ferndown First School Accessibility Policy 2019-2023
- Supporting Pupils with Medical Needs
- Intimate Care Policy
- SEND Policy