

# The Ferns Primary Academy

## Special Educational Needs or Disability (SEND) Information Report for Parents 2018

### General Information

*We hope parents will find the information in this document useful. If there is anything further that you would like to know, please do not hesitate to contact the school office to request additional information.*

### What should I do if I think my child has a Special Educational Need or Disability?

If you have any concerns regarding any aspect of your child's development, please speak initially to your child's class teacher. Further discussions with the SENCO and/or a leader may then be arranged, depending on the nature of the concern. If you have a concern related to a medical or health issue you may also wish to speak to your doctor or health visitor. Depending on the nature of a concern, referrals to other agencies may be made to identify the best way forward to support your child.

### What is the school ethos/approach to teaching learners with SEND?

At The Ferns Primary Academy we believe in participation for all. We want all children and adults to participate in learning and we celebrate all members of our community. We strive to create an inclusive culture in our school and we aim to be responsive to the diversity of children's backgrounds, experiences, interests, knowledge and skills.

Our aim is to support all pupils in making good progress as soon as they start with us. We aim to ensure a fully inclusive curriculum, with support and challenge to enable all pupils to achieve highly and make good progress in all areas. Pupil progress is tracked very carefully on entry to Nursery and Reception and high expectations for progress are set for all pupils. Early identification of any problems ensures that appropriate support and interventions are put in place, so that all learners are able to access their entitlement to education.

### How will I know how my child is doing in school?

Parents are kept well-informed about their child's progress. They are invited to attend parents' meetings in the autumn and spring terms, where targets are shared and progress is discussed. Parents receive a detailed report on their child's progress and achievement in the summer term and they are able to discuss this further if they wish to do so. Learning Support Plans are written for children who have special educational needs and these are discussed fully with parents and pupils. Parents may also request information at any time regarding the progress of their child. From September 2014 any successful applications for additional SEND funding will result in an Education, Health, Care Plan (EHCP). Children with an EHCP will have an annual Person Centred Review meeting where parents will be involved in planning suitable provision for their child to ensure that measurable outcomes are achieved.

### How does the school identify SEND?

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as:

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of other of the same age: or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools."

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If a learner is identified as having SEND, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barriers to their learning. At The Ferns Primary Academy we ensure that assessment of educational needs, directly involves the learner, their parents/carer and their teacher. The Special Educational Needs Co-ordinator (SENCO) will also support with the identification of barriers to learning.

Children are identified as having special educational needs through a variety of ways including the following:-

- Child performing below age related expectations
- Concerns raised by parent
- Concerns raised by teacher, for example behaviour or self-esteem is affecting performance
- Consultations between class teachers and members of the leadership team where progress data is discussed.
- Liaison with external agencies e.g. Educational Psychology Service
- Health diagnosis through a paediatrician
- Liaison with previous school or setting, if applicable

### What support will there be for my child's overall well-being?

Staff at The Ferns Primary Academy monitor pupils' well-being carefully and we aim to support pupils and their families in the best interests of each child. Class teachers have a responsibility to promote positive outcomes for pupils and they are obliged to act on any concerns that they may have regarding the well-being of a pupil.

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class.

Our teachers use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables
- Writing frames
- iPads, laptops or other alternative recording devices
- Peer buddy systems
- Positive behaviour rewards system
- Pastoral groups
- Target groups with school staff/external agencies

Each learner identified as having SEND, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. This support is described on a provision map, which although does not detail the individual learner names, describes the interventions and actions that we undertake at The Ferns Primary Academy to support learners with SEND across the year groups. We modify the provision map regularly, and it changes every year, as our learners and their needs change.

At The Ferns Primary Academy we share the provision map with our colleagues so we can learn from each other, and demonstrate what we offer for learners with SEND. Our approach and provision is shared with the Local Academy Council of Governors who are able to ensure that we monitor the impact of these interventions on learning across the school.

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The Ferns Primary Academy also arranges workshops for parents to help them to support their child in various ways and these have included E-Safety and phonics, in addition to curriculum areas and Family Learning activities.

### **How will I be involved in discussions about, planning for, and involvement in, my child's education?**

Parents of children with special educational needs are fully involved in reviewing their progress towards agreed targets and in setting new targets. They are also kept informed about the provision for their child at school and staff provide guidance to parents about strategies that they can implement at home to support their child. All pupils will have a passport which will focus on short term and long term aspirations to support them as they progress through school. EHCPs will involve families in planning appropriate provision and reviewing children's outcomes based on the support that they have received.

### **How does the school involve children and young people in their education and in the decision making process?**

All children are involved in setting their own targets for development, where this is appropriate. Children are involved when Learning Support Plan targets are set and reviewed. Their ideas and aims are taken into consideration when any new plans are written. The school's culture supports pupils in sharing any concerns and in discussing their wishes to support pupils in their development.

The EHCP process will involve children in planning the provision that best suits their needs. Children will be involved in setting and reviewing their own targets and will contribute to Person Centred Reviews, playing a much greater role in shaping the direction of provision where appropriate.

### **How do we find out if this support is effective?**

Monitoring progress is an integral part of teaching and leadership within The Ferns Primary Academy. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENCO, teacher, parent/carer and learner, agree what they expect to be different following this intervention.

Children, parents/carers and their teaching and support staff will be directly involved in reviewing progress. This review can be built into the intervention itself, or it can be a formal meeting held at least once a term, where we discuss progress and next steps. If a learner has an Education Health and Care Plan (EHCP) the same termly review conversations take place, but the EHCP will also be formally reviewed annually.

The SENCO collates the impact data of interventions, to ensure that we are only using interventions that work. Progress data of all learners is collated by the whole school and monitored by teachers, senior leaders and governors.

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### Who, outside of school, can I turn to for advice and support?

(Reg 11: Contact details of support services/groups for parents of pupils with SEND, for example parent partnership)

The following service may be able to offer support and advice for parents:

Information Advisory Service - 01204 848 722  
Ladywood Outreach services - 01204 333400  
School Nursing Team - 01204 462468  
Social Care – 01204 331500  
Speech and Language Therapy Service - 01204 462670  
Occupational Therapist - 01204 463484  
Physiotherapist - 01204 463477

Other agencies are also available when referrals are made or further advice is sought.

### Where can I find information about Local Authority provision for children and young people with SEND?

The Local Offer is available on Bolton Council's Website which is accessible via the following link:  
<http://www.mylifeinbolton.org.uk/>

### How should complaints regarding SEND provision be made and how will they be dealt with?

All complaints are dealt with in line with the school's Complaint Procedure which is available on the website or by contacting the School Business Manager. Initially, parents are encouraged to raise any concerns with the class teacher to see if their concerns can be addressed. If parents are not satisfied, the complaint should then be referred to the Head teacher or the Chair of Governors, as outlined in the Complaints Procedure.

### How do I get a copy of the school SEND policy?

The Ferns Primary Academy SEND Policy is available in the Policies section of the website. A copy is also available from the school office on request.

### Who do I contact for further information?

Miss Farhana Patel is the SENCO. If you would like to discuss any area of concern with Miss Patel, please contact the school office to arrange an appointment.

# The Ferns Primary Academy

Details of Provision on Offer at The Ferns Primary Academy to Support Pupils				
Area	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and/or Physical
How SEND are identified (Reg 2)	<ul style="list-style-type: none"> <li>Formative teacher assessment within class</li> <li>Use of summative assessments</li> <li>Monitoring of progress made across a range of subjects</li> <li>Monitoring by specialist SEND teacher</li> <li>Support from external agencies, such as Ladywood and Educational Psychology Service (EP)</li> </ul>	<ul style="list-style-type: none"> <li>Information from parents</li> <li>Information from class teacher and intervention group leaders</li> <li>Information from SEND specialist teacher</li> <li>Information from Speech &amp; Language therapists following referrals in or out of school</li> <li>Formative assessment of communication development</li> <li>Ladywood Outreach monitoring and assessment</li> <li>EP Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Information from parents</li> <li>Feedback from class teacher</li> <li>Information from any pastoral interventions and specialist SEND teacher support</li> <li>Monitoring of progress in related areas in EYFS</li> <li>Observation in class, playtimes, lunchtimes</li> <li>Behaviour logs, changes in attitude</li> <li>Boxall Profile/SDQ</li> <li>Possible specialist involvement – EP, Nurture Group, CAMHS</li> </ul>	<ul style="list-style-type: none"> <li>Information from parents/health visitors/school nurse</li> <li>Age-related checks e.g. vision/hearing</li> <li>Observations in P.E. at playtimes</li> <li>If appropriate assessments from specialist agencies, i.e., Occupational therapy, Physiotherapy, teachers for visually or auditory impaired children</li> </ul>
How a child / young person who has SEND is assessed. (Reg 2)	<ul style="list-style-type: none"> <li>Diagnostic tests linked to specific areas of concern (in-house)</li> <li>Assessment by external professionals</li> <li>Pupil Progress meetings</li> <li>Assessment by class teacher</li> <li>Assessment by specialist SEND teacher</li> <li>Support staff feedback</li> </ul>	<ul style="list-style-type: none"> <li>Assessments by Speech &amp; Language Therapists referred by school</li> <li>Ladywood Outreach</li> <li>Health – i.e., school nursing</li> <li>Class teacher assessments</li> <li>Specialist SEND teacher assessments</li> <li>Support staff feedback</li> </ul>	<ul style="list-style-type: none"> <li>Concerns raised by class teacher or parent if additional strategies are needed to support the pupil</li> </ul>	<ul style="list-style-type: none"> <li>Additional support or advice needed to assist pupil to access full curriculum in school.</li> </ul>
Type of SEND provision made throughout the school	<ul style="list-style-type: none"> <li>Pupils with an Education, Health &amp; Care Plan</li> <li>Pupils who receive SEND provision but do not have an EHCP or statement</li> <li>SEND teacher</li> <li>Intervention groups</li> </ul>	<ul style="list-style-type: none"> <li>Speech and Language Therapy</li> <li>ELKLAN</li> <li>Talking partners</li> <li>Collaborative learning Toolkit</li> <li>Time to Talk</li> </ul>	<ul style="list-style-type: none"> <li>Nurture</li> <li>CAMHS</li> <li>Behaviour chart and individual rewards</li> <li>Now and next cards, visual timetables</li> <li>1:1 sessions</li> </ul>	<ul style="list-style-type: none"> <li>Sensory support service</li> <li>1:1 sessions</li> <li>Dough Gym</li> <li>Occupational Therapy</li> <li>Physiotherapy</li> </ul>

		<ul style="list-style-type: none"> <li>Socially Speaking</li> </ul>	<ul style="list-style-type: none"> <li>Pastoral support from SEND teacher</li> <li>Learning mentor</li> </ul>	
<p>How the curriculum and / or school environment is adapted for pupils.</p> <p><i>Wave 1</i></p> <p><i>Universal Provision</i></p>	<p>Differentiated curriculum planning, activities, delivery and outcomes</p> <p>In-class targeted teacher support</p> <p>In-class targeted TA support</p> <p>Increased visual aids/modelling etc</p> <p>Visual timetables</p> <p>Use of writing frames</p> <p>Access to ICT</p> <p>Access to intervention groups</p> <p>Access to homework clubs</p> <p>Access to on-line activities</p> <p>Individual or group reading</p> <p>Parent workshops &amp; Family Learning</p>	<p>Differentiated curriculum planning, activities, delivery and outcomes e.g. simplified language, key words</p> <p>Increased visual aids, modelling etc</p> <p>Visual timetables</p> <p>Use of symbols</p> <p>Structured school and class routines</p> <p>ELKLAN strategies</p> <p>Communication Friendly Spaces</p> <p>Support for language development at home</p> <p>Pupil Passport</p>	<p>Whole school behaviour policy</p> <p>Safeguarding policy</p> <p>Whole school rules</p> <p>Whole school rewards and sanctions systems</p> <p>Class rewards and sanctions</p> <p>Philosophy for Children</p> <p>Extra-curricular clubs</p> <p>Circle Time/Class Assembly</p> <p>Clubs</p> <p>PSHE focus work</p> <p>SEAL activities</p>	<p>Flexible teaching arrangements</p> <p>Staff aware of implications of physical impairment</p> <p>Class seating plans carefully considered</p> <p>Writing aids</p> <p>Pencil grips</p> <p>Brain gym</p> <p>Support from community nurses and external agencies</p> <p>Allergy training/plans/IHCP</p>
<p>How the curriculum and / or school environment is adapted for pupils.</p> <p><i>Wave 2</i></p> <p><i>Targeted Group Interventions</i></p>	<p>Basic skills programmes for literacy and numeracy</p> <p>Group teacher input</p> <p>Group teaching assistant input</p> <p>Additional individual reading support</p> <p>Additional guided reading sessions</p> <p>Gifted and talented sessions</p> <p>Individual tutor support</p> <p>1:1 sessions</p> <p>Additional feedback sessions</p> <p>Peer coaching/mentoring</p> <p>Targeted group maths support</p> <p>Targeted group writing support</p> <p>Additional phonics support</p>	<p>In-class group support for speech and language</p> <p>ICT – Packages</p> <p>Talk for Writing</p> <p>SEND teacher support – language building groups, speaking and listening groups</p>	<p>Pastoral groups for self-esteem, social skills with SEND teacher support</p> <p>Group activities e.g. social skills</p> <p>In-class support for developing behaviour targets, access or safety</p> <p>Additional group support</p> <p>Learning Support Plans</p> <p>Behaviour Symbols</p> <p>PPP</p> <p>Early Help Assessment Form</p>	<p>Additional keyboard skills training</p> <p>Additional fine motor skills practice</p> <p>Fine/gross motor intervention groups</p> <p>In class support for supporting access, safety</p>
<p>How the curriculum and / or school environment is adapted for pupils.</p> <p><i>Wave 3</i></p> <p><i>Targeted 1:1 or Small Group Interventions</i></p>	<p>Small group or 1:1 literacy and/or numeracy support</p> <p>Daily individual reading support</p> <p>Daily maths support</p> <p>Individual/small group phonics support</p> <p>Tutor support</p> <p>Basic skills groups</p> <p>Advice from external agencies</p>	<p>Traded Service Level Agreement with Speech and Language support</p> <p>S&amp;L support from TA</p> <p>S&amp;L support from teacher</p> <p>EAL support from TA</p> <p>EAL support from teacher</p> <p>Advice from EP/specialist teacher</p> <p>Targeted parent workshops</p> <p>Early Help Assessment form</p>	<p>Small group or 1:1 social skills</p> <p>Individual counselling</p> <p>Individual mentoring or support</p> <p>Individual reward system</p> <p>Social skills training</p> <p>Anger management interventions</p> <p>Peer mentoring</p> <p>Advice from EP/specialist teacher</p> <p>Pastoral support plan</p>	<p>Individual support in class during appropriate subjects e.g. Science, PE, lunchtimes etc</p> <p>Occupational Therapy programmes</p> <p>Access to iPads</p> <p>Use of appropriate resources e.g. hearing aids/lamps</p> <p>Advice from EP/specialist teacher</p>

	Early Help Assessment form		Time-out Parent behaviour groups Early Help Assessment form	Early Help Assessment form
How the effectiveness of the provision is evaluated. (Reg 3a)	Progress tracked each half term in core subjects Pupil Progress Provision Mapping Lesson observation, SENCO monitoring	Speech and Language assessments completed Speech and Language Therapy reports, monitoring visits if appropriate	Learning Support Plans reviewed and updated regularly Provision Mapping V-Monitoring	Regular visits from external agencies to monitor progress.
How the school ensure the inclusion of pupils with SEND in activities outside of the classroom (including school trips and enrichment clubs) (Reg 3f)	All children have access to and participate in an inclusive and enriching curriculum with lots of opportunities to develop their social, emotional and cultural well being and development.		Transition Pre teaching Any additional needs or considerations included in risk assessments Additional staffing ratios where needed Individual behaviour strategies/plans as appropriate	Any additional needs or considerations included in risk assessments Additional staffing ratios where needed
What specialist skills/ expertise do school staff have? (Reg 5)	Specialist SEND teacher	Staff Trained in ELKLAN and ECAR strategies Sign along	Specialist SEND teacher Learning mentor	
What training are the staff teaching and supporting pupils with SEND having/recently had? (Reg 5)	Educational Psychologist discussions with class teachers to support and implement strategies. Qualified SENCO	Staff trained in ELKLAN strategies Teaching assistants trained by S&L therapists to deliver specific programmes Staff training by Ladywood Outreach Qualified SENCO	Internal training within staff meetings and unit meetings Whole school behaviour management training on training days Qualified SENCO	Teachers given advice and recommendations from Sensory Support Services to work with children Qualified SENCO
What external specialist services are accessed by school to meet the needs of pupils and support their families (to include education, health, social care and community/voluntary sector services) (Reg 10)	Educational Psychologist assessments Ladywood Outreach Nurture group Information Advisory Service Social Care	Speech and Language therapists	Nurture Healthy Schools Team School Nurse CAMHS Family Worker Health Visitor Social Care Behaviour Support	Occupational Therapists Physiotherapists Visual Impaired Services Hearing Impaired Services School Nurse Community Nurses
How equipment and facilities to support pupils is secured. (Reg 6)	Where possible, items are secured using the school budget and/or monies allocated for SEND based on prior attainment. For larger items the need is identified in annual reviews and priorities are identified to best support each pupil. For larger scale items, costs will be considered and spending prioritised based on addressing the needs of individual pupils.			

<p>How pupils with SEND are supported during transition? (Reg 12)</p>	<p>Where appropriate, prior to starting at The Ferns Primary Academy the team meets with staff from feeder nurseries so that children can make the best start at school. Children in the Early Years are invited to stay and play sessions so that they are more confident on entry. Where a child presents with additional needs of any sort, these will be discussed in more detail. Where appropriate, a meeting may be arranged with parents prior to starting school to identify any additional provision and to discuss any specific concerns.</p> <p>When children move between year groups, class teachers share information about all pupils. The new class teacher will meet their new class in transition days at the end of the summer term. Children with SEND will visit their new class several times during the summer term. Progress data and other information is passed on and teachers are able to access any information from previous years.</p> <p>Year 6 pupils will have additional transition days to their High School in liaison with Ladywood Outreach Service, where appropriate. Assessment documents and other necessary paperwork will be transferred with meetings with High School SENCOs and staff. Transition paperwork will be completed by class teachers for transition to High School.</p>
<p>How young people with SEND are supported in preparing for adulthood, independent living and the next phase of their education, training or employment? (Reg 12)</p>	<p>Circle Time and Whole School Assemblies give children the platform to discuss relevant and current issues and voice their opinions and thoughts on philosophical questions</p> <p>High quality Maths Curriculum</p> <p>Nurture Groups</p> <p>Additional transition days to High School</p> <p>Meeting with High School teachers</p> <p>All children have access to an enriched curriculum with lots of opportunities to develop their social, emotional and cultural wellbeing.</p>