



Fernhurst Primary School Information Report for Special Educational Needs provision

Fernhurst Primary School has an inclusive ethos and works in partnership with children, parents and other agencies to provide the best possible educational outcomes. We believe that all children should make good or better progress and that all teachers are inclusive teachers who support the needs of every child, including those with Special Educational Needs and Disabilities (SEND). We have high expectations of all our children and put support in place at the earliest possible stage where needed. All children with SEND are overseen and managed by the Senior Leadership team (SLT) in school and is co-ordinated by the Special Educational Needs Coordinator (SENDCo). The Senior Leadership Team evaluate all special needs provision on a regular basis throughout the year and report to the school governing body on how individual needs are being met, and on how special needs funding is being spent. The SENDCo also meets with the designated SEND Governors at least three times a year to update on SEND within the school. The school complies with section sixty-nine of the Children and Families Act 2014 and provides support for pupils across the four areas of need as laid out in the SEND Code of Practice 2014:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

All children are treated as individuals and the class teacher(s), alongside other support staff, plan an appropriately adapted curriculum for children with additional needs to ensure high quality teaching and learning with effective support and resource. Clear targets are put in place and reviewed at least termly. Key assessments are made to ensure children are on track to meet their targets and that planning accurately addresses need at the point of learning. Progress and passports (children's individual SEND target record) are regularly reviewed and evaluated to inform next steps.

The schools policies (policy section on our website) reflect our commitment to inclusion, safety and well-being of all children.

What do I do if I think my child or young person may have special educational needs?

Ensure your concerns are heard as soon as possible. Depending on the needs of your child, this could be school, GP or health visitor. If you believe your child's needs to be educational then the first contact at school should be with the child's class teacher. Teachers can be contacted by emailing the office at office@fernhurst.w-sussex.sch.uk or by telephoning the school 01428 653144.

The teacher will then discuss this with the SENDCo who will provide the teacher with any support and guidance. School will then take the appropriate course of action. This could be:

- monitoring of progress over a short period of time by the class teacher
- inclusion in an intervention group to address specific needs, e.g. a maths booster group
- targets to address specific learning outcomes/behaviours
- a referral to an external agency, such as the speech and language therapist.

What does Fernhurst Primary do to identify SEND needs?

As a school, we complete assessments to support the identification of SEND. These include:

- DEST (dyslexia screening)
- Visual stress assessment
- GWST (graded word spelling test)
- WMRS (working memory rating screening)
- Hamilton anxiety rating scale
- BOXALL
- Sandwell maths assessment
- Solent Therapy Assessment (for Speech and Language, Occupational therapy, motor skills and self-care)

In addition to the SEND assessments, we use data from Accelerated Reader, reading benchmarking and phonics assessments. This is alongside working with West Sussex, Surrey, Portsmouth and Hampshire SEND teams and private therapists, as applicable to child need.

How will Fernhurst support my child's learning?

The best way in which we can support children with SEND is through quality first teaching. Class teachers plan an appropriately adapted curriculum to ensure that all needs are met. If more specific support is required, then targets outlining specific support or resources that they need to achieve. All adults working with the child (teacher, SENDCo, TA, parent and any therapists, as applicable) contribute to the passports alongside the child. They are monitored first and foremost by the class teacher but also by the SENDCo and reviewed with the child and parent. SEND meetings, in addition to parents evening, are available on a termly basis for parents/carers to meet with the teacher and/or SENDCo to discuss progress against targets set and next steps. It is through these meetings and discussions with the teacher and/or SENDCo that the impact of the targets are monitored. Assessment data is also analysed at least termly, by subject leaders, the SENDCo and SLT to ensure that all children across school are making appropriate progress. Specific interventions may be put in place to support pupils, depending on their specific needs. These may include:

- Active listening for active learning
- SEMH support
- Speech and language support
- First Class at Number
- Precision Teaching
- Sensory/movement breaks
- Gross and fine motor support

Children who are working significantly below their age-related expectations will be assessed using pre key-stage assessments - this is an assessment tool to inform target setting for pupils of all ages whose performance is outside national expectations.

Who will be working with my child?

Staff within school including class teacher, support staff/TAs, SENDCo and other agency staff as appropriate e.g. Speech and Language therapist, SEMH advisors, behavioural support advisors or specialists from Local Authority SEND teams. Children will receive a provision package designed to meet their individual needs whilst developing independence.

A key part of our SEND provision includes developing the independence of our children and it is vital that they are not over reliant on adult intervention as this is not preparing them well for their future. Bespoke support with an adult will be delivered through independent application using specific strategies and resources to enable success.

How will the curriculum be matched to my child's needs?

We believe that where possible, pupils should be educated within the classroom environment. They may need some additional support to access specific areas of the curriculum, depending on their SEND needs. The curriculum will be adapted where required. This may be through level of task, resource or support. Children will be grouped in a variety of ways to support learning. This may include whole class learning, group and individual support.

Learning will be adapted to meet the needs of children including the use of different coloured paper for dyslexic children, the use of translation tools, widgets and scanning pen as needed, so that all barriers caused by SEND are reduced or removed.

How accessible is the school?

The school has an allocated disabled parking space. Access to the school is available through the main school office. There are toilets for disabled people in both the KS1 and KS2 areas with a hoist system in place in the KS2 toilet. There is a lift to support movement to the LKS2 corridor and associated toilet. Plans about further development of our accessibility can be found in our accessibility policy.

How will I know how well my child is progressing and how will you help me support my child's learning?

Passports will be shared and reviewed with parents. This enables parents to work towards the agreed targets at home. Parents will be invited into school twice a year for parent consultations with the class teacher and the SENDCo if appropriate. School also has open classrooms across the year whereby parents can join children working in their class and share the work that they are producing.

How can parent/carers be involved in planning their child's education?

Parents are invited to school regularly (see previous section) and are encouraged to contribute to home learning each week. Parents should share any concerns they have with school staff swiftly so that they can be addressed.

Sometimes parents will receive reports that the school may not have. All reports should be shared with the school e.g. Child and Adolescent Mental Health Service (CAMHS) or GP so that school can incorporate this information into the planning of individual programmes.

How are pupils involved?

It is important to involve all children in discussions about their learning. Where possible, children will be part of reviews about setting and reviewing their targets. This may be done with the class teacher, SENDCo or within a meeting with all parties involved, depending on the age and stage of the pupil concerned.

What support will there be for my child's overall well-being and social, emotional and behavioural development?

With Nurture being the first core value of the school, wellbeing is at the heart of life at Fernhurst Primary School. All of children take part in PSHE lessons every Monday morning. All staff work closely with the children and provide emotional and social support which may be tailored to individual needs. Designated staff receive appropriate training to provide support for individual needs including medical needs. They support individuals and groups of children who have a need for additional support – this is not exclusive to those with a SEND need. The school works closely with a SEMH specialist, Mrs Heather Lucas, who provides bespoke support where there is an identified need and with Play Therapist, Miss Amy Hewitt.

What services and expertise are available or accessed by the school, including staff with specific specialist knowledge/qualifications?

Ms Nikki Ludlam is the school SENDCo. She works closely with other SENDCos within the Trust, external agencies and Local Authorities to ensure the most appropriate provision is in place for the SEND pupils at Fernhurst. Mrs Heather Lucas is a SEMH specialist and Miss Amy Hewitt is a Play Therapist, both of whom work closely with the school to support specific pupils.

We make an annual audit of training needs for all staff taking into account school priorities and personal professional development. Particular support is given to new members of staff and to training that addresses children's specific needs.

The SENDCOs of each school within the locality meet together each term to share good practice and there are additional regular meetings with other schools within Chichester University Academy Trust.

All teachers and Teaching Assistants have completed training in relation to the SEND code of conduct, developing and implementing effective pedagogical practice for pupils with SEND and Adverse Childhood Experiences: a trauma informed approach to improving outcomes. Some teachers and teaching assistants have also completed additional CPD in relation to ASD, dyslexia and attachment theory to support the needs of specific pupils.

Specialist and targeted support is sought from other agencies where necessary in order to maximise learning potential e.g. Speech and Language service, school nurse, Occupational Health service, CAMHS; local authority services and SEMH specialist support.

How will my child be included in activities outside the classroom?

Children with SEND will be involved activities outside the classroom that are appropriate to their needs and development. These needs are discussed at review meetings and pre-visits and individual risk assessments are undertaken to ensure that where possible all children are able to access the activities we offer.

How do you ensure children with SEND are not treated less favourably than other children?

Our curriculum supports our children to understand and value differences. We consider the strengths of individuals to help our children. Ratios within play are above the recommended levels enabling closer monitoring and support where there is less structure within the day. Any concerns are swiftly addressed using the school's behaviour and SEND policy.

Our staff have training in Equality, Diversity and Inclusion (EDI) and follow our EDI policy at all times. They demonstrate British Values including Respect and Tolerance and Individual Liberty, celebrating each child and ensuring their needs are met.

How will the school help children and young people transfer to the next phase of education?

The school works closely with all agencies involved to ensure smooth transition for individuals to appropriate placements or the next key stage. Parents are involved in this process throughout. When a child is moving to secondary school or a different setting then transition visits for the pupil are arranged and supported by school. This will be discussed with parents and children as well as the next school to ensure that the most appropriate arrangements are in place.

How are the school's resources/funding allocated and matched to children's needs?

The school is funded on a national formula per pupil. When a pupil has an EHCP, they are awarded up to £6000 to support their specific SEND needs. The school can apply for a 'top up', based on strict criteria, if it is felt that a child's needs are above that which can be provided. Additional funds can sometimes be available if a pupil is at risk of exclusion to support them with alternative provision or additional support within school. The school uses the funds to put appropriate support in place to meet the specific needs of a child.

Most children with SEND do not receive additional funding. Their needs are met through careful allocation of the SEND school budget, based on the number of pupils that the school has. Governors monitor this spending to ensure that it is appropriate to the needs of the children. There are two governors who oversee SEND at Fernhurst Primary School. They visit the school at least termly and work with the SENDCo to monitor the effectiveness of the provision in place.

Who should I talk to about my child?

If you are considering applying for a place contact the school office to arrange a tour of the school by emailing office@fernhurst.w-sussex.sch.uk or telephoning 01428 653144 or apply directly to West Sussex admissions team online at Starting school places - West Sussex County Council Information regarding admissions can be located on our admissions policy.

To discuss something about your child, contact the school office to arrange to speak with your class teacher by emailing office@fernhurst.w-sussex.sch.uk or telephoning 01428 653144 or contact the SENDCO, Ms Ludlam at sendco@fernhurst.w-sussex.sch.uk

If you have a complaint, please follow our complaints policy and address all documentation to Mrs Thornton at head@fernhurst.w-sussex.sch.uk

For information about other support services, contact SENDCO, Ms Ludlam at sendco@fernhurst.w-sussex.sch.uk or refer to the local offer.

For information about the local authority's local offer visit their website:

West Sussex <https://westsussex.local-offer.org/>

Surrey <https://www.surreylocaloffer.org.uk/>

Hampshire <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>