



SPECIAL EDUCATIONAL NEEDS (SEN) REPORT

2020-21

Do you have a child with Special Educational Needs or are you not sure and think that you might need additional help and support for your child?

This report is written to help you find key contact information and also to tell you about our approach to provision for our pupils with Special Educational Needs.

What types of SEN do we provide for?	<p>There are four broad areas of need:</p> <ul style="list-style-type: none">• Cognition and Learning including dyslexia, dyscalculia, global delay• Communication and Interaction including speech and language difficulties, autistic spectrum disorder• Physical and Sensory including visual or hearing impairment, sensory integration disorder, gross or fine motor skills, medical needs which impact on learning• Social, Emotional and Mental Health including anxiety, ADHD, attachment disorder
How do we identify and assess pupils with SEN?	<p>At The Ferns Primary Academy, children may be identified as having SEN in a variety of ways. This may be following concerns raised by parents or a diagnosis through a paediatrician. In school, it may be as a result of concerns raised by the class teacher or following Pupil progress meetings which take place regularly throughout the year. The class teacher, Headteacher, and Special Educational Needs and Disability Co-ordinator (SENDCO) discuss children who are not making progress or showing appropriate attainment. The class teacher completes the GRSS (graduated response to SEN support) to identify the specific areas of need. Pupil Progress Plans are created to support each child and tailor support for their specific, personal needs. Assessments are made using the school tracking system. Referrals can then be made for additional support and assessments from specialist providers including speech and language, child health and/or educational psychologists if appropriate.</p>
Who is our Special Educational Needs Co-Ordinator (SENCO) and how can they be contacted?	<p>Kathryn Ayre 01276 31554 adminoffice@fernhill.kite.academy</p>
Who else could I contact in school regarding special educational needs?	<p>Nicola Slater (Academy Head) Jill Christian (Governor Responsible for SEND) Barbara Pretty (Chair of the Academy Council/Governor Responsible for Safeguarding)</p>

<p>What is our approach to teaching pupils with SEN?</p>	<p>At The Ferns Primary Academy, we believe that every child is unique and in possession of their own individual talents, strengths, interests and skills. We encourage all children to become confident, resilient learners who are able to learn from their mistakes, work co-operatively and show kindness and respect to others. Through high quality, inclusive teaching, we promote our core values of courage, confidence, curiosity and co-operation.</p>
<p>How do we adapt the curriculum and learning environment?</p>	<p>Where necessary, the classroom environment and tasks are adapted to cater for different levels of need and learning is pitched appropriately to ensure all children are able to make progress relative to their starting points. This may look different for each child and many different strategies and adaptations may be employed for each child to be successful. A graduated approach of Assess, Plan, Do, Review enables teachers to plan for individual children alongside groups and to set new targets in response to learning. Each child on the SEND register has an Support Arrangements Plan (SAP) which is reviewed and updated three times a year or sooner if necessary. This is discussed and shared with parents.</p>
<p>Who will oversee, plan and work with my child and how often?</p>	<p>The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. Our SENCo oversees all support and progress of any child requiring additional support across the school. There may also be a Learning Support Assistant (LSA) working with your child either individually or as part of a group; if this is seen as necessary by the class teacher. At The Ferns Primary Academy, we believe Quality First Teaching is the key to success for all children. If an additional intervention is felt necessary, the regularity of these sessions will be explained to parents when the support starts.</p>
<p>How do we consult parents of pupils with SEN and involve them in their child's education?</p>	<p>At The Ferns Primary Academy, we believe learning is most successful when done in partnership with parents and we are very aware of and grateful for the positive impact of support from home. We operate an open-door policy and support families at the point of need. In addition to regular meetings which are held at least three times a year to review EHCP plans and Support Arrangement Plans, Parents and Carers are very welcome to make an appointment to meet with the class teacher and/or SENCo to discuss their child's progress and discuss ways to help support your son or daughter at home.</p>
<p>How do we consult children with SEN and involve them with their learning?</p>	<p>Children are encouraged to share their thoughts, feelings and ideas about their learning and this information is included in the reviews. Three times a year, each child and his or her class teacher meet for a one to one progress review meeting. During this conversation, class teachers share and discuss progress, attitude and behaviours for learning with each child and targets are set for the coming term.</p>
<p>How do we assess and review pupil's progress towards their outcomes?</p>	<p>Teachers continually assess, plan, do, review for all children. Pupil progress meetings are also held to establish if children are on track, or may need more personalised, targeted support. These meetings are held in year groups and are attended by teachers, the Headteacher, and the SENCo. Outcomes are reviewed and updated at regular meetings with parents 3 times a year in termly reports. These targets may be shared at parent consultation evenings, after school, or as part of SEND reviews.</p>

<p>What is the pastoral, medical and social support available in the school?</p>	<p>We are an inclusive school where we both welcome and celebrate diversity. It is our belief that well-being and self-esteem are intrinsically linked and as such work hard to help all children develop a positive self-image and value their effort. In school, the class teacher has overall responsibility for the pastoral, medical and social care of every child in their class and would therefore be parents' first point of contact. If further support is required, the class teacher liaises with the SENCo for further advice and support and possibly the support of outside agencies. At The Ferns, we have an ELSA (Emotional Literacy Support Assistant) who works under the direction of the SENCo, an Inclusion Lead who can help advise and lead on issues regarding behaviour and an experienced team of Family Support Workers who can provide advice and guidance on a range of issues.</p>
<p>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</p>	<p>As a school, we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Behaviour Intervention; Health including – GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists; occupational therapists; social services including - Locality Teams, social workers and Educational Psychologists. Referrals are made following Academy and County guidelines and in consultation with parents.</p>
<p>How do we support pupils moving between different phases of education?</p>	<p>Transition support is planned and delivered for all children. This involves visits, meetings for parents, meetings between professionals, visits to feeder pre-schools and secondary schools, transfer of data and assessments. Some children receive additional individually planned support, including photographs in a transition book, opportunities to ask questions and adult supported visits. In some instances, families will receive support to visit other possible settings for Key Stage Three. We encourage all new children to visit the school prior to starting. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We would also visit them in their current school, if it is in the locality. We write social stories with children if transition is potentially going to be difficult. We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has complex needs then a TPA (Transition Partnership Agreement) or Education Health Care (EHC) Plan review will be used as a transition meeting during which we will invite staff from both schools to attend.</p>
<p>Where can the Local Authority's local offer be found?</p>	<p>Hampshire Local Offer</p>
<p>Where else can I find relevant information?</p>	<p>Impartial Special Educational Needs and Disability Information, Advice and Support (SENDIASS) in Hampshire https://www.hampshiresendiass.co.uk/</p>