



Inclusion at Fern Hill

SEND INFORMATION REPORT 2023-2024



'Passionate about developing the whole child and instilling an enduring love of learning'

Inspiration Collaboration Empathy Excellence

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1. Introduction

Fern Hill Primary School is committed to providing a supportive and caring environment, in which all children feel valued and secure. Our core aim is to ensure “excellence for all” through the quality of provision we offer, overcoming barriers to learning and by responding to student’s diverse needs. We are dedicated to improving outcomes and having high expectations for all children with Special Educational Needs and Disabilities.

We understand that all children are entitled to an education that enables them to:

Achieve their best

Become confident individuals living fulfilling lives; and –

Make a successful transition into adulthood, whether into employment, training, further or higher education.

Fern Hill Primary School is a large, mainstream primary school in the heart of North Kingston. We are at the centre of our local community and encourage respect and celebration for everyone’s diverse needs, beliefs and cultures.

This document is written in line with the requirements of:

- Part 3 of the Children and Families Act 2014
- SEN Code of Practice 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137
- The Equality Act 2010

Purpose

This document is intended to provide clear, comprehensive and accessible information about our SEND provision and should be read in conjunction with the following policies: **Behaviour Policy, Assessment Policy, Equalities Policy, Safeguarding Policy, Complaints Policy, and any other policies that are relevant to SEND issues in the school.**

This document was developed in liaison with the Fern Hill Local Academy Committee , school staff and parents of children with special educational needs and will be reviewed annually.

Definition of SEND

The Special Educational Needs Code of Practice 2014 states that a child or young person has SEN 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 if they:

Have a significantly greater difficulty in learning than the majority of others of the same age;

or

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 or mainstream post-16 institutions.

2. How does Fern Hill know if children need extra help and what should I do if I think my child/young person may have special educational needs?

At Fern Hill, we monitor the progress of all pupils regularly to review their progress. We also use a range of assessments at various points such as the Wellcomm communication screening assessments, Year 1 phonics screening test, spelling and reading ages, Salford screening and range of universal assessments. The principle of early identification and intervention underpins our approach to identifying those pupils who need extra help. This is often put in place, even if a special educational need has not been identified. This extra support will enable the pupil to catch up. Examples of extra support are small group work, extra reading, specialist 1:1 teacher input and emotional and social programmes / activities. Where pupils may be withdrawn from lessons, the focus is on a range of additional support linked to their assessed social, emotional or learning needs. Any additional targeted support is monitored and evaluated for its impact.

As part of our normal teaching arrangements, all pupils will be provided with additional support and/or strategies to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. If following additional teaching, improvements in progress are not seen, we will contact parents to discuss next steps. From this point onwards the pupil may be identified as having a special educational need because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and reviews.

If parents/carers have concerns about the progress or attainment of their child they should, in the first instance, make an appointment to speak to the class teacher to discuss their concerns or alternatively they can speak to the SENDCO.

3. How will Fern Hill staff support my child/young person?

We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children/young people. Some children/young people need educational provision that is additional to or different from this. This is special educational provision. The principle of early identification and intervention underpins our approach to identifying those pupils who need extra support. This is often put in place, even if a special educational need has not been identified. This extra support will enable the pupil to close the attainment gap. Examples of extra support are: highly personalised work, paired/small group tutoring, interventions during the school day.

Despite high quality targeted teaching, some pupils may continue to make insufficient progress. For these pupils, and in consultation with parents, strengths and weaknesses are identified and used to implement personalised strategies, approaches and interventions where appropriate. Where additional interventions are put in place, these will be varied so that pupils continue to receive a broad and balanced curriculum. In many cases these underlying needs often explain why the pupil is making inadequate progress or exhibits challenging behaviour. At times it may be necessary to consult with outside agencies to receive more specialised expertise. The purpose of this more detailed assessment and review is to understand what additional resources and different approaches are required to enable the pupil to make progress. These will be shared with parents, put into a support plan and reviewed termly, and refined / revised if necessary. At this point, because the pupil requires additional and extra provision, we will have identified that the pupil has a special educational need. For early years this may involve an application for the Early Years SEND Inclusion Fund (EYSIF).

If the pupil makes good progress using this additional and different intervention (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources, he or she will no longer be identified as having special educational needs.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used. All interventions are monitored and reviewed to identify what impact they have had on a pupil's educational progress. This would involve discussions with the class teacher, parents and SENDCo through the Code of Practice (CoP) 'Assess, Plan, Do, Review' model.

The kinds of special educational need for which provision is made at Fern Hill Primary School

Special Educational Needs are broadly defined by the following four areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and / or Physical needs

At Fern Hill Primary School, we can generally make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan (EHCP), for instance dyslexia, dyspraxia and behavioural difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice.

The school also currently meets (and has previously met) the needs of pupils with an Education, Health and Care plan (EHCP) with the following kinds of special educational need: Autistic Spectrum Disorder, Specific Learning Difficulties and Speech, Language and Communication Needs. Decisions on the admission of pupils with an Education, Health and Care Plan (EHCP) are made by the Local Authority.

The admission arrangements for pupils without an Education, Health and Care Plan (EHCP) do not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual school admissions procedures.

4. How will the curriculum and learning environment be matched to my child's/young person's needs?

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. At Fern Hill Primary School we follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans. Specialist equipment will be considered on an individual basis.

The school can access resources and further advice from the Educational Services for Sensory Impairment (ESSI) team. Training for staff using this equipment is provided by specialist teachers. We have a range of additional equipment, including Occupational Therapy resources. We have an Accessibility Plan and, as such, make every effort to make reasonable adjustments where possible. The majority of our school is wheelchair accessible and we have disabled toilet facilities.

5. How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

At Fern Hill Primary School, class teachers and members of the Senior Leadership Team monitor the progress of pupils every term to review their progress. All parents of pupils are invited to discuss the progress of their children twice a year and receive a written report once per year. In addition we are happy to arrange meetings outside these times.

For pupils identified with SEND, reviews of provision and meeting with parents will take place three times a year. It is expected that parents/carers contribute to progress by reinforcing the provision at home. Targets may have an academic or a non-academic focus depending on the need identified. In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible, the pupil will attend. Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The views of the pupil, parents and class teachers will be taken into account. The assessment information from teachers will show whether adequate progress is being made.

The SEN Code of Practice (2014) describes adequate progress as:

Is similar to that of children of the same age who had the same starting point

Matches or improves on the pupil's previous rate of progress

Which allows the attainment gap to close between the pupil and children of the same age

For pupils with or without an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision to be made. An overview of the effectiveness of provision across the school is written on a yearly basis and shared with SLT and the Local Academy

Committee. This evaluation informs what intervention / provision should be put into place for the following academic year.

Our approach to teaching children with special educational needs is based on two principles:

‘Special educational provision is underpinned by high quality teaching and is compromised by anything less’ (SEN CoP, 2014)

and

‘All teachers are teachers of pupils with special educational needs’ (SEN CoP 2014).

High quality teaching, personalised 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. Schools should regularly and carefully 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. (CoP 6.34)

We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children/young people. Some children/young people need educational provision that is additional to or different from this. This is special educational provision.

In meeting the requirements of The National Curriculum and Early Years Foundation Stage the school employs alternative teaching approaches, as advised by internal and external assessments e.g. one to one support, precision teaching, mentoring, small group teaching, use of ICT software and learning packages. These are often delivered by additional staff under the close direction of teachers employed through the funding provided to the school. This is known as ‘notional SEN funding’. The class/subject teacher will remain responsible for working with the pupil on a daily basis.

6. What support will there be for my child's/young person's overall wellbeing?

At Fern Hill Primary School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching, for instance Personal, Social and Health Education; Relationships, and Sex Education; teaching our school learning habits; circle time; and indirectly with every conversation adults have with pupils throughout the day. For some pupils with the most need for help in this area we also can provide the following: mentor time with a significant adult; time-out space in the classroom for a pupil to use when upset or agitated; additional support from the school's Emotional Literacy Support Assistant; Social Stories and specific interventions such as The Incredible 5-point Scale and Zones of Regulation.

We use a range of strategies to monitor the progress of pupil's social and emotional skills. This could include tracking progress against targets on their SEND documents, classroom observations, strengths and difficulties questionnaires and following guidance from the school link Educational Psychologist (EP).

Any reporting of bullying is taken very seriously by the school and we recognise that pupils with SEND may be vulnerable to bullying. Measures in place to prevent bullying include embedding strategies in our Personal Social and Health Education curriculum, holding anti bullying events during the school year and ensuring that pupils know how to recognise, respond to and report bullying. Should a pupil with SEND report a concern regarding bullying - the behaviour policy will be followed.

Anna Davies our Assistant Head oversees staff and pupil wellbeing and the ELSA team. Please do contact her for issues relating to wellbeing and family support.

Andrea Stewart is our Welfare and Safeguarding Officer. She is also an ELSA. Please do contact her for issues relating to wellbeing and family support.

7. What specialist services and expertise are available at or accessed by Fern Hill?

The school/trust have engaged with the following:-

- A Service Level Agreement with Educational Psychology service
- Membership of SPARK (the School Performance Alliance Richmond and Kingston)
- Link to the Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority SLA with Speech and Language Therapy Services / Occupational Therapy Services
- Physiotherapy Services for pupil with requirement for direct therapy or advice
- Occupational Therapy through Sensational Kids
- Ability to make ad hoc requests for advice from the Education Inclusion Support Service
- Moor Lane Services
- School Nurse
- Educational Services for Sensory Impairment (ESSI)
- Education Welfare Officer (EWO)

8. What training are the staff supporting children and young people with SEND had or are having?

Over the last few years, teachers and teaching assistants have had the following training provided through INSET or during induction: ASD, ADHD, and attachment awareness, managing behaviour strategies, zones of regulation, bereavement and loss, trauma, de-escalation, lego therapy, narrative groups, social skills, fun with food and colourful semantics. Staff who deliver specific interventions or personalised programmes, as advised by outside professionals, receive additional training for their role - this applies to the school Emotional Literacy Support Assistants (ELSAs). Training has been delivered by the Educational Psychology service, speech and language therapists, and occupational therapy.

Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training providers we can approach are Educational Psychologist, speech and language therapist, occupational therapist, and physiotherapist and education service for sensory impairment (ESSI).

9. How will my child/young person be included in activities outside the classroom including school trips?

All clubs, trips and activities offered to pupils at Fern Hill Primary School are available to pupils with special educational needs. For some pupils, 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers. Fern Hill Primary School offers a breakfast and after school club as well as a variety of school clubs. The clubs we run vary from term to term. Clubs are run by staff at our school or by outside providers. Places at our clubs are offered as fairly as possible and we ensure that all children have the opportunity to attend clubs. 'Reasonable adjustments' that are sometimes required include support from an additional adult and supporting those running the clubs to understand the needs of the pupil and how to overcome barriers to ensure that pupils are fully included.

If parents identify that adjustments are required to ensure that their child can fully access clubs, they should contact the SENDCO to discuss this further. At Fern Hill we believe that learning from first-hand experience is very powerful and provides lasting impact and therefore we support children's learning through educational visits. Additional support that is sometimes required to enable pupils to access education visits include support from an additional adult during the visit, additional support/pre teaching prior to the visit, and photographs and timetables to support pupils with managing change. Information about trips and transport arrangements are sent to parents in advance so that parents are given time to meet with the class teacher or SENDCO to discuss necessary adjustments and/or arrangements.

10. How will Fern Hill prepare and support my child to transfer to a school or the next stage of education and life?

At Fern Hill, we understand that we are one part of a much larger life journey for any child who is with us. Whilst our aim is to provide a happy, caring environment where children can achieve their best, we also need to ensure that we provide a secure transition for them as they move on. This may be as a result of a natural phase move into secondary school, a relocation or because another setting has been identified as a more suitable provision for them.

The SENDCo is responsible for ensuring:

- All relevant information and paperwork is passed on to the new setting. This is done in various ways, but may be as a 'Secondary Transition Form' or as a meeting between the new setting and SENDCo.
- Where appropriate, the SENDCo may visit a new setting to ensure its suitability for the child.
- A phased transition may be appropriate, whereby Fern Hill and the new setting arrange a number of visits for the child before transferring so that they feel safe and secure in their new environment.
- The use of visual aids, transition books and discussions with the child help to ensure that they feel supported as they prepare to leave Fern Hill.

- In liaison with parents and pupils so that additional pastoral care is provided to support transition.

At Fern Hill Primary School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. Before a pupil with special educational needs attends Fern Hill Primary School, we contact their previous school. As well as this, the SENDCO, will meet with parents/carers either before or soon after the pupil has joined the school. Where possible/appropriate, the class teacher or SENDCO will also meet with the pupil to discuss their views and opinions.

For some pupils, we can arrange additional transition days and a familiar member of staff can accompany them to support the transition. We also contribute information to a pupils' onward destination by providing information to the next setting for all transfers. Most secondary schools visit pupils while still in Year 6 at Fern Hill.

11. How are Fern Hill's resources allocated and matched to children's/young people's special educational needs?

Schools receive funding for SEND pupils. This funding is used to support and enhance high quality teaching in the school. It helps to ensure there are sufficient resources for pupils requiring special educational provision. The support offered is matched to needs of individual pupils with SEND and is evidenced based. The amount of support required for each pupil to make good progress will be different in each case. Specialist equipment will be considered on an individual basis.

The Head teacher has the final say in the use of the SEN notional budget within the school.

12. How is the decision made about what type and how much support my child/young person will receive?

Despite high quality targeted teaching, some pupils may continue to make insufficient progress. For these pupils, and in consultation with parents, strengths and weaknesses are identified and used to implement personalised strategies, approaches and interventions where appropriate. Where additional interventions are put in place, these will be varied so that pupils continue to receive a broad and balanced curriculum. In many cases these underlying needs often explain why the pupil is making inadequate progress or exhibits challenging behaviour.

Children are assessed carefully at the beginning and end of all interventions using appropriate screening tools. For some interventions this may involve obtaining a reading, spelling or maths age or standardised score for the pupil before and after intervention. In this way the rate of progress can be ascertained and the effectiveness of the support evaluated. For other interventions an audit of skills may be conducted at the start and end of the intervention as a way of judging progress. Alternatively measures such as Strengths and Difficulties Questionnaires and observation-based assessments may be used to evaluate progress of a particular intervention. Pupil self-review of skills acquired can also be used as a measure of progress.

All children at SEN Support and those who have an EHCP will have short-term targets set. The intervention and support provision will be set out on their SEN Support Plan. We operate a plan, do, review cycle and we involve pupils in taking responsibility for setting and working towards their targets. At the SEN support review a judgement is made as to whether the child has achieved the target sets. This process helps the school to make decisions about the effectiveness of particular interventions. The SENCO is responsible for monitoring the information gathered from assessments and evaluating effectiveness of SEN provision at Fern Hill Primary School.

At times it may be necessary to consult with outside agencies to receive more specialised expertise. The purpose of this more detailed assessment and review is to understand what additional resources, interventions and different approaches are required to enable the pupil to make better progress. These will be shared with parents, and included on the SEN

support plan – these will be refined / revised at the SEN support review meeting. For early years this may involve an application for the Early Years SEND Inclusion Fund (EYSIF) - this may involve visits from an early years SEND officer.

13. How are parents involved in Fern Hill Primary School? How can I be involved?

All parents of pupils at Fern Hill Primary School are invited to discuss the progress of their children twice a year and receive a written report once per year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will be provided with additional support and/or strategies to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

If following additional teaching improvements in progress are not seen, we will contact parents to discuss next steps. From this point onwards the pupil may be identified as having a special educational need because special educational provision is being made and the parent will be invited three times a year to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review. When additional support is being put in place by school, either to help a pupil catch-up or as part of special educational provision, it is expected that parents/carers contribute to progress by reinforcing the provision at home.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

We are interested in hearing parents/carers views. We have an inclusion forum group through Parent Pay. Parents and carers are invited to join workshops and meetings. We will also share information pertinent to SEND pupils through this forum group. Our Local Academy Committee includes parent trust associates and a SEND lead trust associate.

14. How are children with special educational needs involved?

When a pupil has been identified as having special educational needs because special educational provision is being made for him or her, the pupil (or parent on a pupil's behalf) will be consulted about and involved in the arrangements made for them as part of child-centred planning. Pupils complete a yearly questionnaire and responses are analysed and followed up as necessary. The SEND support plan will be shared with the pupil and they may choose to attend their review meeting.

Pupils with an Education and Health Care Plan contribute to their Annual Review and may choose to attend.

15. What are the arrangements made by the school relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school?

The same arrangements for the treatment of complaints at Fern Hill Primary School are used for complaints about provision made for special educational needs and disabilities. We encourage parents to discuss their concerns with the class teacher or SENDCO to resolve the issue before implementing the complaints process (See Complaints Policy on the school website).

16. Who can I contact for further information?

In the first instance, parents/carers are encouraged to talk to their class teacher. The SENDCO at Fern Hill Primary School is Samantha Stephenson. Available on 0208 247 0300 or inclusion@fernhillprimary.org. The SEND lead trust associate is David Alsop.

[Polaris Childrens Services Ltd](#) provides free, impartial, confidential advice and support on SEND-related issues to parents/carers. They can be contacted on 08006226114.

SEND Family Voices are a mix of parents and representatives who work across Richmond and Kingston with parents and families of children and young people with SEND.

Telephone: 07469 746 145

Email: sendfamilyvoices.org

Website:

https://5f2fe3253cd1dfa0d089-bf8b2cdb6a1dc2999fecbc372702016c.ssl.cf3.rackcdn.com/uploads/ckeditor/attachments/3683/A_Family_Perspective.pdf

17. Where is the local authority's Local Offer published?

The local authority's local offer is published on https://kr.afcinfo.org.uk/local_offer

Parents may make an appointment with the SENDCO for support to gain the information that they require.

Date: 17 July 2023

Graham Willett, Chair Kingston Educational Trust

[Signed copy held by the Head of Governance]