



Ferndown Middle School Local Offer – September 2016

At Ferndown Middle School we aim to provide effective opportunities for all pupils, including those with Special Educational Needs, in all areas of the curriculum. We are a good school (OFSTED) with good and outstanding teachers and therefore the majority of needs are met by universal, targeted, differentiated, quality-first teaching in each classroom. We have high aspirations and expectations of all our pupils and set appropriate learning challenges for each pupil's level of ability both in the lesson and for homework. Individual and group interventions are provided for those identified as requiring structured programmes and support. At Ferndown Middle School we use the Three Wave Model, a graduated approach to special needs;

Wave 1 is on offer for all students, in inclusive, high-quality learning classrooms. Teachers will use the SENCo's guidance and within their subject aim to remove barriers and meet need. The next stage is about teachers knowing and deciding at what point, for any individual pupil good, universally targeted quality-first teaching is not enough. This is when support will move to **Wave 2**.

Wave 2 -staff record evidence to show the strategies tried and demonstrate what has worked and what has not worked. This information forms evidence to inform the next steps.

Wave 3- is the final stage when there is a trail of evidence that **Wave 1 and 2** interventions do not meet identified need. At this point the SENCo and possibly external professionals become more closely involved in identifying, planning, monitoring and reviewing individual support across the curriculum.

This approach is itself founded upon three fundamental provision-based questions:

- What is it we want our pupils to learn within the next ?
- What do we need to do in order to support their learning?
- Who else do we need to work with in order to support this?

At all levels we believe in involving your child and you in the learning process. We want you to be involved in your child's education and welcome you into the school.

How does the school know if pupils need extra help and what should I do if I think my child may have special educational needs?

The majority of pupils with Special Educational Needs (SEND) will have been identified by teachers in the First School. We work closely with our First School colleagues to ensure that pupils' needs are shared with relevant teachers on transfer. Opportunities during the year, for teachers and teaching assistants to visit, observe and get to know Year 4 pupils in their First School, occur prior to transfer. Extra visits for pupils with SEND in Year 4 to visit Ferndown Middle School are arranged in order for them to start to find their way around and feel positive about their new school.

At the start of Year 5 all pupils are tested for reading and spelling. This enables us to pick up any pupil who may have low reading, comprehension and spelling ages who haven't previously been identified. Pupils requiring specific input in these areas are given appropriate interventions in small groups or on a one to one basis.

If you have concerns about your child's progress you should speak to your child's tutor in the first instance who will speak to the relevant subject teachers and/or Special Needs Co-ordinator (SENCO). We will always contact parents to discuss concerns and keep you informed of steps to be taken in school to support your child's needs.

The SENCO for our school is Mrs Laura Hitchins

How will school staff support my child?

If your child is identified as having Special Educational Needs our SENCO will work closely with you and the teachers at Ferndown Middle School to ensure that your child is making good progress. At the beginning of the year, or when you join us, we will support you to write a one page profile with your child; this gives a shared understanding about your child from your perspective together with your child's views. It gives you and your child an opportunity to share what is important to them. We believe it is these 'little things' that make a huge difference to helping your child settle and then make good progress at school. This will be shared with all staff together with any recommendations made by other professionals.

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

At Ferndown Middle School we build on the progress that pupils have made at their First School and set realistic yet challenging targets. We make it clear to all pupils what they need to do to improve via targets and reviewing these regularly, plus verbal and written feedback in all their subjects. Our teachers are continually making plans to take into account pupils with SEND and their weekly lesson plans show how the curriculum is adapted to meet the needs of pupils with SEND. All pupils have a diary and you are encouraged to keep close contact with your child's teachers via this diary. This can also be discussed with class teachers at parents' evenings.

Homework is differentiated so that all pupils are set manageable tasks. We know how difficult it is for some pupils to do homework at home so we have homework support available at lunchtime, with Teaching Assistants, on a drop-in basis. Additionally we run a ten week homework club after school which pupils can attend by agreement between you and a teacher.

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

We continually monitor our pupils with SEND by collecting data, talking to you and your child's teachers and teaching assistants. Where needed, targeted intervention will be put in place. You will always be informed of the specific interventions we are using to help your child, either by letter or a telephone call. We will also send an Individual Learning Plan home twice a year (in the autumn and summer terms); this will record the intervention and when it happens, plus details of relevant progress. All intervention programmes run for a set time and the impact of an intervention will be measured; this is often by a reading and spelling test. These are carried out in September and February. You will be informed if your child has made relevant progress for their ability and age and no longer require SEND provision. If it is thought sensible to continue or alter the SEND programme then you will be contacted and further interventions will be added to the Individual Learning Plan.

We like to keep you fully involved in the assessment process and the progress of your child is carefully monitored by the school and any external agencies involved in your child's case. If our SENCO and external specialists consider that the information gathered about your child is insufficient, and that more detailed advice must be obtained from other outside professionals, then we ask you for your consent. If multi-agency intervention is required, then we will complete a Common Assessment Form (CAF) with you and a Team Around the Child meeting or Team Around the Family meeting will take place. Where we consider it necessary to seek an Education Health Care Plan following these meetings, parents will be fully involved.

Remember at any stage you can contact us to discuss your child's progress.



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

As well as making good progress academically it is important to us that all our pupils are developing emotionally. Our tutors ensure that all pupils are happy at Ferndown Middle School and ensure close contact with you so that any problems can be nipped in the bud. We also run a Personal, Social, Health and Citizenship Education programme (PSHCE) which we make relevant for all our pupils. This helps them cope with day to day issues and the important things in life that aren't necessarily covered in other lessons.

Some of our pupils may at times need some extra support and our Parent Support Advisor works closely with you and your child at those times.

We run a Meet and Greet in our Platinum A room so that parents can ensure that their child is with a caring adult from the moment that they arrive at school. We talk to children, pick up any problems before the day begins, prepare them for the day and take them to registration with their tutor. At the end of the day, if your child needs it, we will walk with them to meet you.

At lunchtime we recognise that unstructured times can be difficult, therefore we have a number of activities available. The full list of school clubs can be found on the school website. Our Platinum A room opens at lunchtime for pupils who prefer to play games with a small group and a Teaching Assistant, rather than playing outside on the playground. We have a lunchtime homework club run by our school ELSA. In addition to this all pupils have access to our library every lunch and break time.

If any of our pupils need some on-going emotional support or a specific issue needs to be addressed then they may receive regular support from our trained Emotional Learning Support Assistant (ELSA).

Pupils may benefit from a Learning Mentor to support them in their lessons, helping them to acquire the skills needed to learn independently.

Whatever problem your child may encounter we will be sure to work closely with you in order to improve the situation.

Our Parent Support Advisor is Mrs Veronique Giddens

Our school ELSA and Learning Mentor is Mrs Margaret Smith

What specialist services and expertise are available at or accessed by the school?

Educational Psychologist	Primarily used for advice and to support the school and parents with higher needs pupils.
Speech and Language Therapy Services	Provide a programme for delivery in school which is reviewed twice a year. Pupils may be withdrawn for sessions during their lessons to work on their programme.
Special Educational Needs Support Services (SENSS)	SENSS support is bought in where necessary for identified pupils. However we employ our own specialist SENS teacher to assess pupils, advise teachers and teach pupils identified as requiring specialist teacher input.
Community Paediatrician	With parental approval, information is shared so that recommendations and further referrals are appropriate to the pupil's needs.
Physiotherapist	Provides a programme, advice and training for Teaching Assistants and teachers. Progress is reviewed regularly and the programme is adapted accordingly. Trained Teaching Assistants work with a pupil on an individual basis as regularly as a programme dictates.
Occupational Therapist	Provides a programme, support and training.
Children Adolescents Mental Health Support (CAMHS)	Following a referral, CAMHS works with individuals and families.
Hearing and Vision Support Service	Visit regularly and check on progress, needs and equipment of hearing impaired and visually impaired pupils. Hearing and Vision Support work closely with the SENCO and assigned Teaching Assistant. The Teaching Assistant monitors equipment on a daily basis and supports pupils with a hearing impairment.
Behaviour Support Services	Offers advice, support and training to schools, their pupils, parent/carers and governors in the promotion of positive behavioural, emotional and social development (BESD) and the effective management of behaviour

Mrs Jackson is our Specialist Teacher

What training have the members of staff supporting children with SEND had?

Ensuring that staff members are trained and competent in their role is important to us and to you as parents. Our SEND department is currently run by an experienced teacher who has a Post Graduate Diploma in Inclusive and Special Education and a degree in Psychology. We are also very fortunate to have a specialist SEND teacher who is an associate member of the British Dyslexia Association and has a Master's Degree in Specific Learning Difficulties.

Members of staff who deliver sessions in physiotherapy, speech and language, ELSA, Turnabout, Phonics have all received training in these areas and are observed and monitored by the SENCO and Specialist Services on a regular basis.



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Additionally, members of staff attend specific training with Dorset County Council to keep up-to-date with current legislation and practice.

Whole school training is delivered to staff on a regular basis to ensure that we are consistent in our approach. Everyone is kept up-to-date on pupils, issues, practices and procedures. Recent training aimed at improving the learning of pupils with Special Educational needs has included: behaviour management, how to ask challenging questions to improve the learning of SEND pupils, improving literacy for pupils in all lessons and the new SEND Code of Practice.

Please be aware that if your child has a condition which needs specialist care and support we will ensure that staff understand the needs and are trained to work with them.

How will my child be included in activities outside of the classroom including school trips?

We encourage all pupils to be fully involved in the life of our school and this includes trips and visits. In some cases this may require a risk assessment to be completed. We value your views and experience and will meet with you to plan for trips if specific arrangements need to be put into place. Talking and involving you, in addition to drawing on your previous experience of visits and trips at the First School, will be valuable in helping us plan for visits at Ferndown Middle School.

How accessible is the school environment?

Our school is fully accessible for all pupils. There is wheelchair access to school at all entrances and exits. Stairways all have handrails on both sides. Pupils who are in wheelchairs have most of their lessons on the ground floor. However, there is also a lift which provides access to the first floor if it is necessary for them to go upstairs. An evacuation chair is available on the first floor in the unlikely eventuality of an emergency arising. Our staff are trained in how to use this chair and have their training updated every year.

We have disabled toilets and changing facilities next to the medical room and in the PE changing rooms. There is also a hoist in the changing facility next to the medical room.

If your child has specific needs which we do not currently provide for, or currently have no knowledge of, then we would meet with Dorset Local Authority in order to make sure that we can adapt our building and meet the needs of your child.

How will the school prepare and support my child with transition to another class, school or setting?

Preparing young people for the next stage in their life is of primary importance. At Ferndown Middle School we offer opportunities both in our curriculum and in our extra-curricular activities and trips to prepare all our pupils for this next stage.

Helping your child to become increasingly independent is of the utmost importance and we aim to provide opportunities for pupils to develop their independence skills throughout their time with us.

Continuity in education is important to us and we have close links with our feeder schools and with local Upper schools, particularly Ferndown. We work hard to make sure that there is a planned progression of work throughout the 3 tiers of schooling.

We know that transition to the Upper School can be a worry if your child has Special Educational Needs; this is why we pay such close attention to it and go out of our way to arrange meetings and visits to make this transition smooth. During Year 8 all pupils will have arranged visits to the Upper School, but pupils with SEND will have the opportunity of additional visits based on their needs. Meetings to discuss pupils and plan successful transition are arranged with our Upper School colleagues early in Year 8 so that everyone is prepared and comfortable with the arrangements. The SENCO from our school will meet with the SENCO from the Upper School so that individual information can be shared, ways of working agreed and action plans put in place. Meetings often include parents and all Annual Reviews will have representatives from the Upper School attending.

Prior to transfer all documentation is transferred to the Upper School - this enables staff, soon to be working with your child, to have had time to read through the relevant documentation and make plans to accommodate them in their lessons.

How are the schools resources allocated and matched to children's special educational needs?

All the money we receive for pupils with SEND is directed to improve their learning and well-being. The Three Wave Model is a graduated approach to Special Needs allocating the most support to pupils who have the greatest need. Most needs are met within the classroom, as we have highly effective teachers who plan in detail and work hard to meet the needs of all our pupils. For more information regarding the types of intervention at each Wave level please see the attached document; Waves of Intervention September 2016.

In order to give more individual support we have 13 Special Needs Teaching Assistants who work alongside teachers, delivering appropriate support to pupils in lessons.

How is the decision made about what type and how much support my child will receive?

We are always very keen to involve you and your child in deciding the support your child will receive. We want you to be part of the decision making process so that interventions targeted are precise and relevant and we are all working towards the same goal. If your child requires a specific resource then we will identify this in their learning profile.

If your child has a Statement of Special Educational Needs or an Education Health Care Plan then we will also be reviewing your child's needs at the Annual Review. These reviews are highly "person centred" and emphasise yours and your child's views, wishes and feelings about the school, your child's education, short term and long term outcomes.

Throughout any interventions your child is receiving we will monitor their progress and, at the review, we look closely at the impact of that intervention.

How are parents involved in the school? How can I be involved?

We believe you have a vital role to play in your child's education and we want you to be involved throughout your child's time at Ferndown Middle School. We want to meet with you before your child joins us and maintain close contact throughout their 4 years and hear about their progress when they move on to Upper School. A conversation at the gate before or after school, a phone call to the tutor, Head of Year or SENCO, a note in the diary, attending parents' evenings and meetings with staff are all ways you can be involved in your child's progress and education.