



## Ferndown Middle School SEN Information Report November 2017

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. Our focus for SEN at Ferndown Middle School during the last year was to embed the Three Wave Model, a graduated approach to special educational needs, this became the main focus for SEND monitoring across the school:

**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 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?

### Outcome:

Lesson observations showed that teachers were aware of pupils with SEND and that activities or outcomes of lessons were differentiated for them. All teachers were given a strategy checklist for the class so that they could ensure that recommendations made by specialists were being carried out in their lesson. This will continue to be good practise for all lessons.

### Staff:

The Learning Development Coordinator / SENCO for our school is Mrs Laura Hitchins (Part time: Tuesday, Wednesday and Thursday)

Specialist SEN Teacher is Mrs Karen Jackson (Part time: Monday and Tuesday)

School Support is Mrs Veronique Giddens

Pastoral Support is Miss Christine Hurst

Our ELSA and Learning Mentor is Mrs Margaret Smith

There are 13 teaching assistants in our school covering 328.75 hours across the school week.

### **There are four broad categories of SEN**

- **Communication and interaction**, including speech and language communication needs, Asperger's Syndrome and Autism.
- **Cognition and learning**, including specific learning difficulties and moderate learning difficulties
- **Social, emotional and mental health difficulties**, including ADHD.
- **Sensory and/or physical needs**, including physical disability and hearing impairment.

## The SEND statistics for the school in November 2016 compared to November 2017:

Year	Year group	Cognition and Learning needs	Communication and Interaction needs	Social, Emotional and Mental Health needs	Physical and Sensory needs	Total SEND	Education Health Care Plan Primary need in brackets
November 2016	5	11	3	2	3	24	
	6	9	4	8 (1)	1 (1)	28	2
	7	9 (1)	1 (1)	1	1 (1)	19	3
	8	18	1	4	2	25	1
November 2017	5	11	9	5	1	26	
	6	14	4	2	3	23	
	7	10	3	7 (2)	3 (1)	23	3
	8	9 (1)	2 (1)	1	1 (1)	13	3

### SEND Intervention:

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 occur during the year for teachers and teaching assistants to visit, observe and get to know Year 4 pupils in their First School prior to transfer. Extra visits are arranged for pupils with SEND in Year 4 to visit Ferndown Middle School in order for them to start to find their way around and feel positive about their new school.

In September 2016 all pupils were tested for spelling and all Year 5, and pupils who we had already identified in Year 6, 7 and 8, have a reading test. This enabled us to pick up any Year 5 pupil who had low reading, comprehension and spelling aged who had not previously been identified and check the progress for the pupils in Year 6, 7 and 8. These results were used to initially decide which children required intervention.

### Interventions offered from September 2016 – November 2017:

Intervention:	Description:
SENS	For pupils who scored below average on either the reading or spelling test. Focus on phonics, reading comprehension or specific spelling strategies.
Turnabout	For pupils who have been identified by our Specialist SEN Teacher as having poor auditory or visual memory.
Reading Plus	A web-based program that helps pupils to develop the skills they need to become proficient readers and independent learners. Through regular Reading Plus practice, pupils will begin to read faster and with better comprehension.
Lifeboat Spelling	A multi-sensory spelling scheme used within the English lesson introduced in the Spring term 2017.
Rapid reading	A reading scheme for pupils at KS2 and KS3 with a reading age of below 9 years.
Handwriting workshop	Identified for KS2 pupils by their English teacher.
Touchtyping, Busy Fingers	For pupils who are struggling with writing by hand and would therefore use a laptop as their main strategy for recording their work.



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Emotional Literacy Support Assistant (ELSA)	<p>ELSA is an initiative developed and supported by Educational Psychologists who apply psychological knowledge of children's social and emotional development to particular areas of need and to specific casework. All children should be nurtured in accordance with their individual needs. There will always be children and young people in schools facing life challenges that detract from their ability to engage with learning, and some will require greater support to increase their emotional literacy than others.</p> <p>ELSAs help children and young people learn to understand their emotions and respect the feelings of those around them. They provide the time and space for pupils to think about their personal circumstances and how they manage them.</p> <p>Most ELSA programmes will last for 6 to 12 weeks, helping the pupil to learn some specific new skills or coping strategies.</p>
Meet and Greet in the morning	Either individual support or small group support to meet pupils from their parents and help prepare them for the day ahead.
1:1 Teaching Assistant Support	During the year 1:1 support was used to help pupils with complex needs including ADHD, Autism and Attachment difficulties.
Physiotherapy	Following the guidance from an NHS physiotherapist our Teaching Assistants carry out individual programmes.
After school homework club	Run by 2 Teaching Assistants supporting a small group of pupils for at least 10 weeks to complete their homework. The sessions also include a programme for teaching strategies to enable the pupils to become more independent with their homework.

**Progress made from September 2016 to February 2017**

Intervention	Number of children	Focus area	Progress +4 months	Progress +9 months
SENS	15	Reading	67%	47%
SENS	15	Comprehension	67%	60%
SENS	16	Spelling	50%	19%
Turnabout	7	Reading	57%	43%
Turnabout	7	Comprehension	86%	86%
Turnabout	9	Spelling	56%	11%

Pupils made good progress with reading; however the spelling progress was not as good. The school reviewed how spelling was taught in lessons and recognised that a more structured approach to spelling was needed. Two spelling schemes were purchased; Nelson and Lifeboat. It was agreed that all children with a standardised score on the Young's spelling test of 89 or below would use the Lifeboat scheme. Spelling has now become a focus for the school and is included in the SEN Development Plan (September 2017). In November 2017 teaching assistant support has been used to lead each of the lifeboat groups within the English lesson across the school. This will take place on 12 English classes.

### **Homework:**

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. Last year 35 attended the after school homework club.

Homework is a focus for the School Development Plan and the use of 'Show my homework' and the appropriateness of homework for individual pupils is regularly monitored. However, we do encourage parents to come and talk to us if their child is struggling at home.

### **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, (GL data, teacher assessment of Age Related Expectations, SATS) 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. Last year these were carried out in September and February; however, this year we have decided to test in November and June to get a more accurate measure of the progress over the year that is not affected by the Summer holiday. 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 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.

### **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 School 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



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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. This year our School ELSA and Pastoral Support Advisor are running a lunchtime homework club on a Friday, specifically for Year 5 pupils, and a social club on a Thursday.

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).

Last year 27 pupils benefitted from ELSA sessions.

This term we are able to offer 14 sessions

Our School Support advisor is also available to offer support to children and their families. This term she is currently working with 18 pupils.

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

Last year 17 pupils benefitted from mentor sessions.

This term 9 sessions have been identified.

The school are able to make referrals to CAMHS, but this would always be completed with the parent after careful consideration.

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

### **I Can Problem Solve (ICPS) – Whole School Intervention**

In September 2017 we received whole school training (Teachers, Teaching Assistants, Midday Assistants and the Office Staff) for ICPS. This is being delivered across the school during Tutor time, two mornings a week.

We know that helping children develop social skills and problem-solving skills helps them to become sociable and adaptable young people who are better equipped to manage learning and social challenges.

ICPS helps your child to think about:

- What to do
- Whether an idea is a good one
- How they feel and how other people feel.

This will form part of a two year programme that your child will take part in during tutor time. The school are being supported by Educational Psychologists; Claire Anderson and Sue Vernon-Allen.

The first year will concentrate on the development and understanding of key emotional language. The second year will focus on problem solving different social situations.

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

		Accessed between September 2016 and November 2017
<b>Educational Psychologist</b>	Primarily used for advice and to support the school and parents with higher needs pupils.	Yes
<b>Speech and Language Therapy Services</b>	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.	Yes
<b>Special Educational Needs Support Services (SENSS)</b>	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.	Yes, Karen Jackson has provided advice and recommendations for a large number of pupils, as well as providing advice for additional support needed to access the SATS.
<b>Community Paediatrician</b>	With parental approval, information is shared so that recommendations and further referrals are appropriate to the pupil's needs.	Yes
<b>Physiotherapist</b>	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.	Yes
<b>Occupational Therapist</b>	Provides a programme, support and training.	Yes
<b>Children Adolescents Mental Health Support (CAMHS)</b>	Following a referral, CAMHS works with individuals and families.	Yes
<b>Hearing and Vision Support Service</b>	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.	Yes
<b>Behaviour Support Services</b>	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	Yes



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### 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.

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.

### Training Undertaken in the last Year:

<u>Date</u>	<u>Training focus</u>	<u>Who attended</u>	<u>Impact</u>
1/9/16 8/9/16 21/9/16	Wave approach to teaching SEND	Whole school delivered by SENCO	Evidence seen in teaching observations
3/11/16	Inclusion briefing network	SENCO	Awareness of SEND issues for the LA
10/11/16	Catch up Turnabout training for new TAs	EW	
24/11/16	Feeling right, Learning Well	SENCO and 2 TAs	Sensory awareness increased and sensory breaks have been put in place for pupils
5/1/17 2/2/17 23/2/17 23/3/17 18/5/17 6/7/17	Attachment Training using PACE	SENCO, 2 TAs, MS, VG	Strategy for working with a pupil
10/2/17	Whole school Attachment Training	Teachers and TAs	Increased awareness of attachment needs across the school.
23/2/17	Social Thinking training, Amanda Press	SENCO, KJ, VG, MS	A brief introduction to this approach.
11/5/17	Inclusion briefing network	SENCO	Awareness of SEND issues for the LA
18/7/17	SEND needs for children in September	Midday assistants	Midday assistants feel more confident at

			managing the pupils at lunchtime.
4/9/17	SEND update Lifeboat spelling training	Teaching staff	Reminder of strategies and expectations to ensure a consistent approach.
5/9/17	I Can Problem Solve (ICPS) training	Teachers, TAs, Midday assistants, office staff	Outline rationale behind the programme, explain delivery of sessions
31/10/17	Supervision for ICPS	Teachers, ELSA	Changes made to help make delivery of lessons easier. Feedback; staff feel the programme is working well with children. Evidence of learning transferred to other situations.
31/10/17	Hearing training from Sarah Pool (Hearing Support Services)	SENCO and Teachers and TAs supporting a specific pupil.	Increased awareness of the pupil's needs and how best to support in class.
9/11/17	Inclusion briefing network	SENCO	Awareness of SEND issues for the LA
14/11/17	Further training for Lifeboat spelling scheme	Teaching Assistants	Teaching assistants will be leading groups within the English classes.

#### Medical Training Undertaken in the last Year:

<u>Date</u>	<u>Training focus</u>	<u>Who attended</u>	<u>Impact</u>
28/4/17	Emergency First Aid	Amanda Clark Natalie Hartley	Safety in the practical areas
21/11/17	Emergency First Aid	Dino Politis	Fulfil Job role
25 11 16	Emergency First Aid	Dominy Dawson	Fulfil Job role
1/12/16 – 2/12/16	First Aid at Work	Lyn Palmer	Fulfil Job role
28/9/17	Epilepsy	GAllen/EBS/A Clark/DDawson/ VGiddens/GHall/EH/SH/LH CHurst/BK/DL/SL/JMe/PM/AM/ PMoody/PN/SOwen/LPalmer/HR DRogers/ASherry/SS/JS	Increased awareness for a specific pupil
6/11/17	Epilepsy	EB/LB/ABlanchard/JB/LC/KFearon NH/SKinsley/JM/LM/KMo/ARn/ NSmall/ET/KWY/JW/PWright	Increased awareness for a specific pupil
7/4/17	Evac Chair	KL/PN/SOwen/TPope/ASmith	Increased confidence





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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.

### **Local Offer**

Below are the links for where the local authority's local offer is published:

[Poole Local Offer](#)

[Bournemouth Local Offer](#)

[Dorset Local Offer](#)

[Hampshire Local Offer](#)