



At Ferndown Middle School we aim to provide effective opportunities for all pupils, including those with Special Educational Needs and Disability (SEND), 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 SEND at Ferndown Middle School during the two years has been to embed the Three Wave Model, a graduated approach to special educational needs, this continues to be a 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 SENDCo'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 SENDCo 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?

The SEND report will outline what SEND support has been delivered during the last year and the effectiveness of this support.

Staff

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

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

School Support is Mrs Veronique Giddens (Full time)

Pastoral Support is Miss Christine Hurst (Full time)

Our ELSA and Learning Mentor is Mrs Margaret Smith (Full time)

There are 14 teaching assistants in our school.

Staff can be contacted via the school office. Telephone number 01202 876556 or email office@fernmid.dorset.sch.uk



There are four broad categories of SEND

- **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 2017 compared to November 2018:

(This is based on the primary need for the child, we are aware that some children have more than one need).

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 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
November 2018	5	12 (1)	5	6	5 (3)	28	4
	6	13	8	7	1	30	
	7	13	3	3	3	21	
	8	6	3 (1)	4 (1)	2	15	2

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. This includes taster sessions in science, design and technology, PE and music.



Interventions offered from November 2017 – November 2018

Intervention	Description
SENS	For pupils who scored below average on either the reading, spelling or maths test. Focus on phonics, reading comprehension or specific spelling and mathematical strategies.
Turnabout	For pupils who have been identified by our Specialist SEND Teacher as having poor auditory or visual memory.
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 November 17-July 18	For pupils who are struggling with writing by hand and would therefore use a laptop as their main strategy for recording their work.
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.
Inference Training – improving reading comprehension and enjoyment.	Run by a teaching assistant to a small group. 24 lesson training programme to improve reading comprehension underpinned by a sound theoretical and evidence-based framework. Started in October 2018.



Progress made by those children who have had literacy interventions and the Turnabout intervention from July 2018 to November 2018 in spelling and reading.

In November 2018 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.

Intervention	Number of children	Focus area	Progress +5 months	Progress +14 months
SENS	6	Reading	67%	50%
SENS	7	Comprehension	71%	71%
Lifeboat	50	Spelling	54%	10%

67% of the children whose SENS focus was on reading accuracy made at least 5 months progress since they were last tested 5 months ago; which is the rate of progress expected for pupils with average reading skills. For pupils who find reading difficult, this is excellent progress. 71% of the pupils with comprehension as the main focus made at least 5 months progress and also made at least 14 months progress. Some pupils made three or four times more progress than would be expected of a child with average reading ability. The improvement in comprehension has increased from last year (67%) and reading has remained at the same level of progress. The improvement in spelling is increasing from last year (50%), we will continue to monitor the spelling sessions. This year the intervention is run mainly by our learning mentors and happens in 12 English classes across the school.

Analysis of reading progress for current Turnabout pupils

Number of children	Progress Made	
4	2 (50%)	Two of the pupils who had not already reached the test ceiling for reading, are already making excellent progress, but they are not yet halfway through the programme. When the pupils have had their 38 sessions, their scores will be reviewed again and their auditory and visual memory will also be re-tested to gauge the impact Turnabout has had.

Analysis of comprehension progress for current Turnabout pupils

Number of children	Progress Made	
6	5 (83%)	Five of the six pupils who had not already reached the test ceiling have already made at least the expected progress in comprehension, with 67% of them exceeding expectations. Their scores will be reviewed again when they have completed the 38 sessions.

Analysis of spelling progress for current Turnabout pupils

Number of children	Progress Made	
7	4 (57%)	Four of the seven pupils who are currently doing Turnabout have made at least six months progress in spelling over the last six months. The three pupils who have not yet shown any progress are less than a third of the way through the programme so it is hoped that more progress will be evident when they are tested again in June 2019.



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. This year we are able to offer our library as quiet space after school for children to do their homework on a Tuesday and Thursday with our librarian.

Homework is a focus for the SEND Development Plan and the use of 'Show my homework' and the appropriateness of homework for individual pupils is regularly monitored. There have been changes made to the maths, English and History homework throughout the year to help children with SEND. 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 consulted with regarding the planned specific interventions we are using to help your child, either by letter or a telephone call. We will also send interim reports indicating how your child is progressing within the interventions each term. Pastoral plans are written and reviewed as agreed with home and school as appropriate. 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. For pastoral plans these will be reviewed against the goals that were set to be achieved and will be different for each individual.

Standardised spelling and reading tests will be carried out in November and June. 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 SENDCO 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.

How will my child's views be heard?

Your child will be invited to annual reviews and meetings about their learning in school. They are welcome to attend parents meetings after school with you. For those children who have an intervention in school, they will be asked to evaluate how well they believe they are doing and to talk about their learning.

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 Pastoral Team will work 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 teaching assistants. For children who find lunchtimes and break times particularly difficult to access we have a couple of classrooms open run by teaching assistants. These rooms form part of a planned strategy and if needed children will be able to eat their lunch in there. In addition to this all pupils have access to our library every lunch and break time.

New for this year is room LA18, this is a room supported by a Pastoral team throughout the week to help children who are struggling with their emotional mental health and will form part of a strategy to manage their school day. It also includes a sensory room.

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 30 pupils benefitted from ELSA sessions.

This term we are able to offer 21 sessions due to Mrs Smith increasing her hours.

In the Summer term Mrs Smith leads transition groups in Year 8 helping the children to prepare for the next step in their education. This involves talking about how the schools that they will move to are similar but also discussing the differences. We also arrange visits up to the school, these can happen in small groups or individually depending on your child's needs. In addition, children are supported to enable to move smoothly from one year to the next within our school. Social stories, visual stories and photos of key staff have all been used depending on what children need.

Our School Support advisor is also available to offer support to children and their families.

Pupils may benefit from a Learning Mentor to support them in their lessons, helping them to acquire the skills needed to learn independently. The school have increased this support and employed 3 teaching assistants specifically to provide this additional support through the use of pupil premium money.

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. (Year 5 are currently in the first part of the programme and Years 6, 7 and 8 are on part two).

Bullying

Through educating the children in our school about the individual needs that children can have we believe this will reduce the incidents of bullying. We work with children to help them to have a clearer understanding of relationships and how people may perceive behaviours differently. This is directly addressed in the ‘I can problem solve programme’.

For further information please see the bullying policy.

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

		Accessed between September 2017 and November 2018
Educational Psychologist	Primarily used for advice and to support the school and parents with higher needs pupils.	Yes
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.	Yes
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	Yes, Mrs Jackson has provided advice and recommendations for a large number of pupils, as well as providing advice for additional support needed to access the



Ferndown Middle School
SEND Information Report January 2019

	specialist teacher input.	SATS. We have also accessed the Dorset SENSS team and have had whole school autism training
Community Paediatrician	With parental approval, information is shared so that recommendations and further referrals are appropriate to the pupil's needs.	Yes
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.	Yes
Occupational Therapist	Provides a programme, support and training.	Yes
Children Adolescents Mental Health Support (CAMHS)	Following a referral, CAMHS works with individuals and families.	Yes
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 SENDCO and assigned Teaching Assistant. The Teaching Assistant monitors equipment on a daily basis and supports pupils with a hearing impairment.	Yes
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	Yes
Outreach Team (TADSS)	Teachers from the specialist SEND schools come in to school to offer advice.	Yes

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.



Ferndown Middle School SEND Information Report January 2019

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 SENDCO 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

Date	Training focus	Who attended	Impact
9/11/17	Inclusion briefing network	SENDCO	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.
23/11/17	Banding Training for SEND	SENDCO	Awareness of the SEND budget and the changes
23/1/18 17/4/18	I can problem solve supervision	Teachers, SENDCO, MS, VG	Staff were able to problem solve and make adaptations to the programme.
6/3/18	Year 5/ pastoral team and Educational psychologist working group (4 sessions)	Y5 tutors, SENDCO, MS, VG, CH, EP	Discussions held regarding pastoral concerns.
18/4/18	Hearing training from Sarah Pool	Class teacher	Training to meet the needs of a specific child.
10/5/18	Inclusion Briefing and Learning Network	SENDCO	Awareness of SEND issues for the LA.
5/7/18	Lego Build to Express Training	SENDCO and ELSA	How to use Lego for learning topics and managing emotions. This is now being used with the ELSA and in small groups.
17/7/18	Gastrostomy button replacement and administering Midazolam training	First aiders and 2x TAs	Training to meet the needs of a specific child,
4/9/18	EB Epidermolysis Bullosa training from Great Ormond Street.	All school staff	Greater awareness and understanding.
27/9/18	Inference Training - SENSS	SENDCO, CH, Learning mentors	Intervention now running in school.
2/10/18	Designated Teacher role	SENDCO	Updates to the support available for LAC and Post LAC children.



Ferndown Middle School
SEND Information Report January 2019

28/11/18	Kooth.com – online counselling awareness	HT, SENDCO, VG, ELSA, CH, LW	An assembly for KS3 has been arranged for January 2019.
29/11/18	Inclusion Briefing and Learning Network.	SENDCO	Awareness of SEND issues for the LA.
4/12/18	Understanding anxiety in adolescents and using CBT techniques to support young people.	LW	Helpful to inform practice.

Medical Training

Course	Staff completed
Emergency First Aid	7
First Aid at Work	4
Epilepsy Training	18
Autism	All school
EB	All school
Diabetes	7
Emergency Gastrostomy Care	5
Emergency Midazolam	5

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](#)