

SEND Information Report June 2025



School Name:

Ferndown Middle School

Type of school:

Mainstream

Middle school: 8-13 years

Accessibility:

Fully Wheelchair Accessible

Yes

Auditory/Visual enhancements

Yes

Other Adaptations:

Lift to 1st Floor and lower ground floor. Accessible toilets. Medical pod. The school has an Accessibility Plan that is agreed by school governors and the Castleman Academy Trust. The school works in partnership with the local authority to ensure that our school facilities are appropriate for all learners prior to their admission to school. We talk with parents to plan specific provision well in advance of their child starting at our school.

The kinds of SEN that are provided for:
--

Our school currently provides additional and/or different provision for a range of needs, including:
--

- | |
|---|
| <ul style="list-style-type: none">• Communication and interaction; for example, autistic spectrum condition, speech and language difficulties• Cognition and learning; for example, dyslexia, dyspraxia• Social, emotional and mental health difficulties; for example, attention deficit hyperactivity disorder (ADHD)• Sensory and/or physical needs; for example, visual impairments, hearing impairments, processing difficulties, epilepsy. |
|---|



				What are the needs of the children currently at school with SEND?			
Year	EHCP	K	Total SEND	Cognition and Learning	Communication and Interaction	SEMH	Sensory and/or physical needs
5	6	15	21	8	7	5	1
6	10	20	30	8	10	9	3
7	7	26	33	13	10	8	1
8	8	19	27	9	8	9	1

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is identified as needing support, the class teacher will speak to parents. Some school-based assessments may be completed to determine if there are any potential specific learning or developmental barriers. Whilst these assessments are being undertaken, the pupil may be added to the monitoring section of the school's SEND register. If it is determined that the pupil requires additional support beyond Quality First Teaching, they will be placed on the school's SEND register. Pupils with this level of need will have personalised interventions to meet the specific outcomes for them. A small number of pupils have significant difficulties or lifelong needs that cannot reasonably be met within the normal SEND provision available; these pupils may need an Education, Health and Care Plan (EHCP).

Consulting and involving pupils and parents

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 be informed 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. All intervention programs 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.

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, 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.



Assessing and reviewing pupils' progress towards outcomes

Teaching pupils with SEND is a whole school response. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. We will monitor the progress of all pupils in order to aid the early identification of pupils with SEND. Regular monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their personalised learning targets.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

Ferndown Middle School is committed to ensuring that parents /guardians have confidence in the arrangements for children on entry to our school, in the year-to-year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents /guardians and agree the information that should be passed to the next phase of education.

We work in partnership with other local settings to ensure that a smooth and successful transition process takes place either at the end of a phase or as start of a mid-year transfer. When moving classes in school, information will be passed on to the new class teacher and in most cases, a planning meeting will take place with the new teacher to discuss a child's strengths and needs and importantly, the Ways In that have been successful.

For children entering the school, the SENCo at Ferndown Middle School will contact the SENCo from the receiving school for an update on the child's needs and current strategies and provision that has been put in place. If appropriate, discussion will take place with the SEN Caseworker at County. Once the child has transferred to Ferndown Middle School then we are able to request the child's records.

The majority of children with Special Educational Needs will have been identified by teachers in the First School. We work closely with our First School colleagues to ensure that a child's 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 children in their First School, occur prior to transfer. Additionally, extra visits for children with SEN 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.

For children transferring to another school, our SENCo will try to contact their SENCo to pass on relevant information. Their records will all be passed on to their new school once the child has arrived.

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 children for this next stage.

Helping children to become increasingly independent is of utmost importance and we aim to provide opportunities for children to develop their independence skills throughout their time with us. Achieving a balance of support, guidance and pupils working independently is something we strive for with your child.

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 concern for children and parents/ guardians 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 children will have arranged visits to the Upper School, but children with SEND will have additional visits based on their needs. Meetings to discuss children 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 we will invite representatives from the Upper School to attend the progress /transition meeting for EHCP reviews. Progress and children's development is monitored closely during the year so that children, parents/ guardians and staff all feel happy with the transition plans.

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

Please refer to the Transition policy for further information.

Our approach to teaching pupils with SEN

"Excellent teaching is the bedrock of strong mainstream provision and is especially important for children with SEND"

Our focus is on quality first teaching that allows all pupils to be effective learners. We aim to ensure that all teachers have the skills, knowledge and confidence to deliver excellent, inclusive lessons. Teachers are responsible and accountable for the progress and development of all the



pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Turnabout - For pupils who have been identified by our Specialist SEND Teacher as having poor auditory or visual memory.
- Rapid Reading - A reading scheme for pupils at KS2 and KS3 with a reading age of below 9 years.
- Reading & Thinking - support for children who have difficulty with comprehension and learning new vocabulary.
- Emotional Literacy Support Assistant (ELSA) - 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. Most ELSA programs will last for 6 to 12 weeks, helping the pupil to learn some specific new skills or coping strategies.
- 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.
- Teaching Assistant Support – support for learning, emotional, physical and social development.
- Physiotherapy - Following the guidance from an NHS physiotherapist our Teaching Assistants carry out individual programs.
- Fresh Start Phonics - Designed to help children to read, spell and write phonically regular words.
- Social skills groups – small group intervention run by an ELSA and teaching assistant to develop specific social skills.
- Forest School – delivered by the Outdoor learning company and a teaching assistant.
- Sensory Circuits –The sensory circuit aims to facilitate sensory processing to help children regulate and organise their senses to achieve the ‘just right’ or optimum level of alertness required for effective learning.
- Enhanced Maths and English lessons – smaller than average classes with a class teacher and teaching assistant.

Adaptations to the curriculum and learning environment

We adopt an inclusive classroom approach. This concept is to enable all pupils to access the information they need for learning with minimal disruption or additional overloading of information. All classrooms are well organised and clear of clutter. Displays around the room support learning.

We make the following adaptations to ensure all pupils’ needs are met:

- Scaffolding our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing



- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Modifying our teaching, for example, giving longer processing times, reading instructions aloud, etc.

Please refer to the accessibility plan for more information.

Additional support for learning

We have our Specialist SEND Teacher, Mrs. Karen Jackson who is able to provide assessment and teaching.

We employ teaching assistants who are trained to deliver interventions and will support individuals or groups of children in class.

Our staff receive regular training and development linked to supporting our children with SEND. Training may be delivered on a whole school basis, or it may be offered to specific staff linked to the needs of the pupils they are working with.

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychologist
- Speech and Language Therapy Services
- Community Paediatrician
- Physiotherapist
- Occupational Therapist
- Children Adolescents Mental Health Support (CAMHS)
- Mental Health Support Team (MHST)
- Hearing and Vision Support Service
- Outreach Team (TADSS)
- Dorset Locality Early Help Team

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress.
- Reviewing the impact of interventions.
- Using pupil one-page profiles to gather their views about their support.
- Monitoring by the SENCO, Specialist Teacher, Senior Leadership Team and the Trust SEND and Inclusion Director
- Analysis of pupil tracking data and test results
- Holding progress reviews for pupils with statements of SEN or EHC plans.



In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year. We use an online program to share learning plans and this can be accessed by parents with a secure login for their child.

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

We are an inclusive school community and we work in partnership with all stake holders to ensure that all pupils have equitable opportunities as part of their school experience.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. No pupil is ever excluded from taking part in activities because of their SEN or disability. All pupils are encouraged to go on residential trips when they are offered. Risk assessments are carried out for school visits including residential trips and reasonable adjustments will be made where required.

Health and safety audits are conducted to ensure that the school provides a safe environment for all pupils. We are committed to the principle of reasonable adjustment and continuously make changes and adjustments in order to remove any barrier pupils might face due to their needs.

Support for improving emotional and social development

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 addressed. We also run a Personal, Social, Health and Citizenship Education program (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 have been working with an Emotional Regulation Mentor, who is supporting selected pupils in Y8 and Y9 across Ferndown Middle school and Ferndown Upper school. She has been able to prepare pupils for the transition and offer additional visits to Ferndown Upper school. This support will then continue for a period of time once they have transitioned to year 9.

The school can make referrals to the MHST and 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.

Complaints about SEN provision

It is in everyone's interests for concerns /complaints to be resolved as quickly as possible. Complaints about SEND provision in our school should be made by the below steps.

- Talk to the class teacher - The class teacher deals with the complaint initially. For a problem that might need time to explore fully, parents should make an appointment. This will allow the class teacher time to consult with the SENDCo if appropriate. The class teacher or the parent may wish to ask the SENDCo to attend this meeting.



- If there is no further resolution, the complaint is then dealt with by a member of the Senior Leadership Team.
- If at this stage, there is still no resolution, then the complainant should use the school's complaints policy. Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

Other Information	
Contact	<p>Mrs Laura Hitchins SENCO Tel: 01202 876556 Email: Office@fernmid.dorset.sch.uk</p> <p>Mrs Shelly Rossiter SEND Governor</p>
Complaints	<p>Mrs Laura Hitchins Mrs Alysia Dolan, Acting Head Teacher</p>
Dorset Council's SEND Local offer	https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer.aspx
BCP Council's SEND Local offer	https://www.fid.bcpccouncil.gov.uk/send-local-offer

