

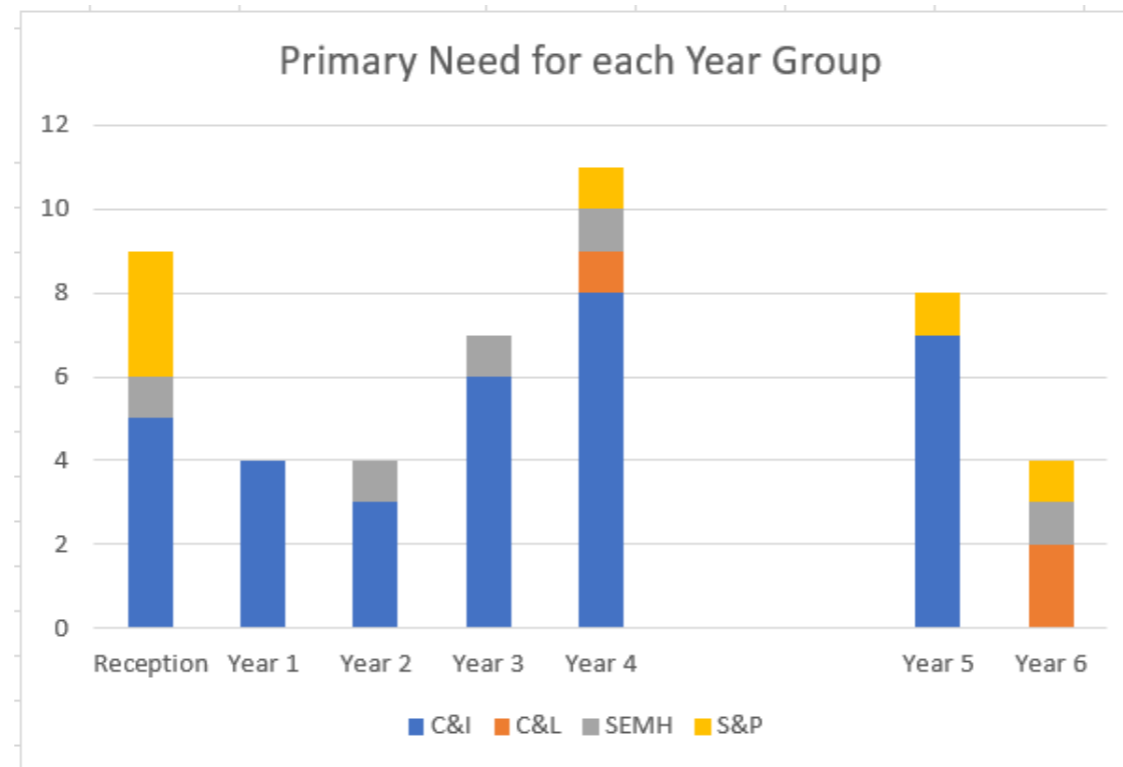


SEND Provision at Ferham Primary School



School Staff Expertise

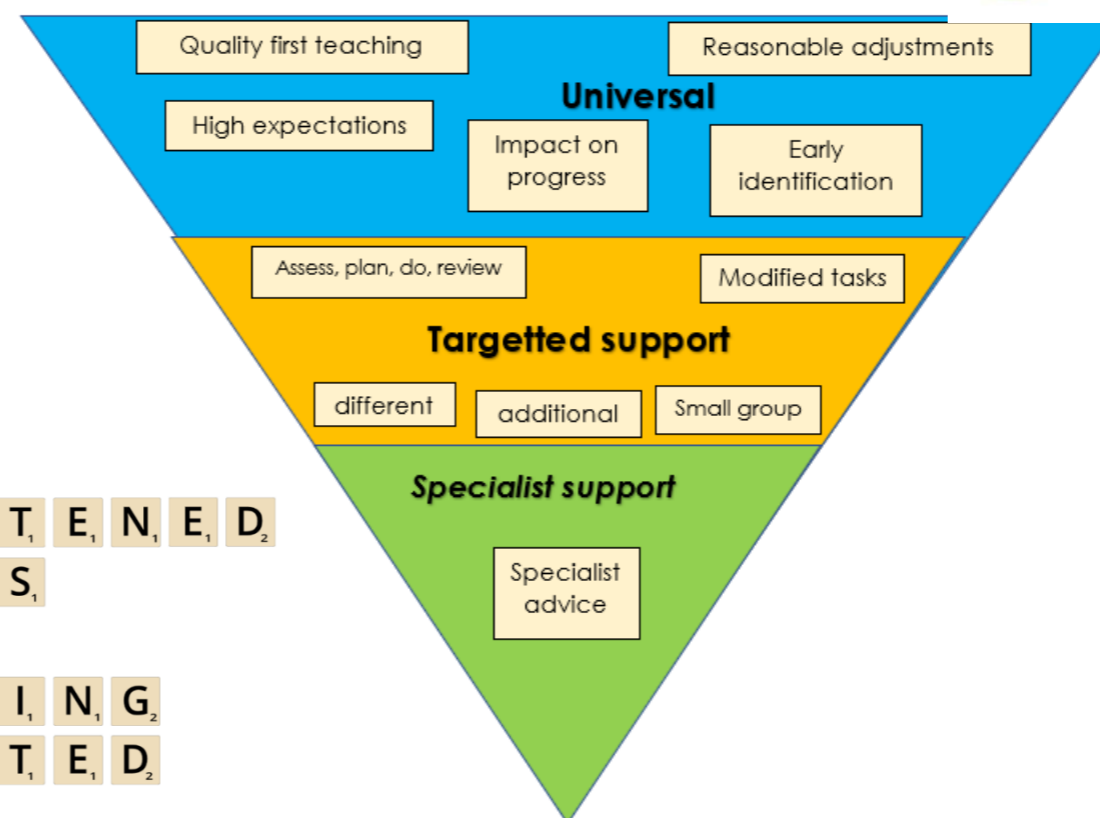
- SENDCo
- SEMH Leader
- Family Support Champion
- Mental Health First Aiders
- Staff skilled in the delivery of speech and language programmes
- Staff skilled in supporting pupils with SEMH needs
- Positive regard specialists
- Care team



Graduated response



F **A** **I** **R**
E **N** **L** **I** **G** **H** **T** **E** **N** **E** **D**
R **E** **A** **D** **E** **R** **S**
H **O** **N** **E** **S** **T**
A **C** **C** **E** **P** **T** **I** **N** **G**
M **O** **T** **I** **V** **A** **T** **E** **D**

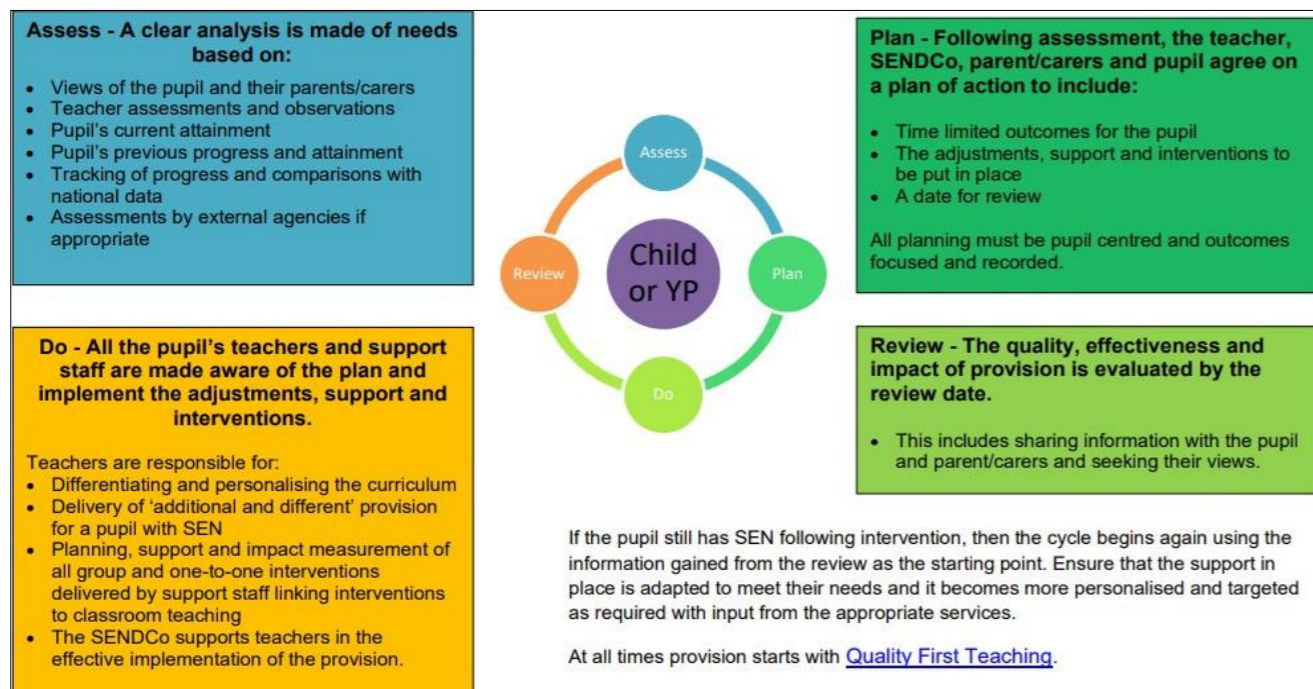
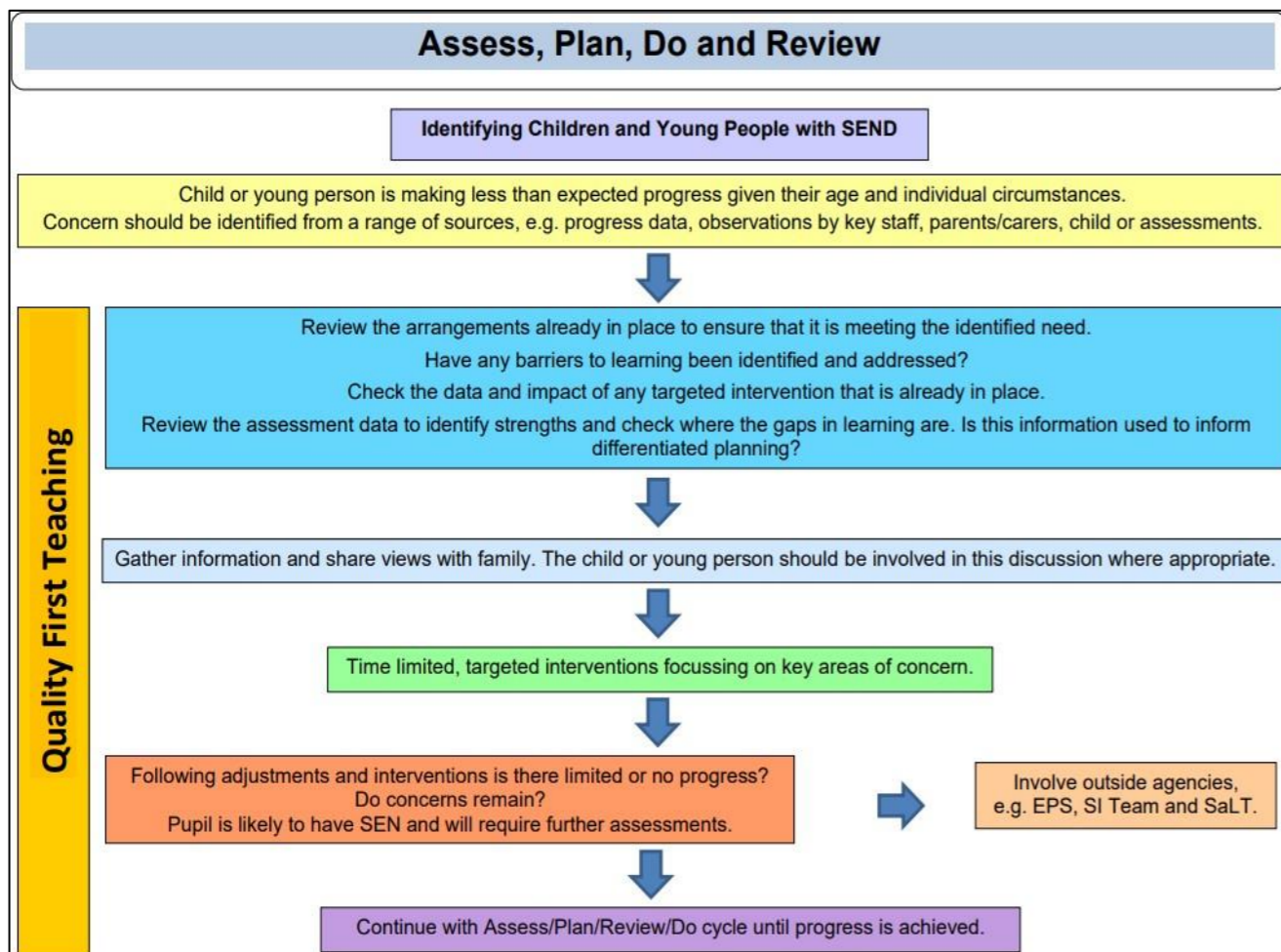


Our SEMH team provide bespoke provision for pupils who are in need of additional SEMH support to enable them to access learning in an academic mainstream classroom.

This includes; social skills groups, positive affirmation, restorative practice and sensory circuits.

Ferham Primary School has a high level of SEND at 24% (compared to 13% nationally) and Pupil Premium at 58% (compared to 23.8% nationally). We have 6 children with EHCPs in school and our attendance is 88% (as of March 2024) The LSOA in which the school is located is ranked 682nd out of 32,844 in terms of deprivation, meaning only 1% of areas in England have higher deprivation. The income, employment, health, education and crime deprivation indicators are all very high.

Intent: Everyone at Ferham Primary School is committed to providing the conditions and opportunities to enable every child, including those with additional needs, to be included fully, in all aspects of school life. We believe in the earliest possible intervention to support our children and families. We always start with Quality First Teaching, for all children. If support is required beyond this, a graduated response is at the heart of our whole school practice. We continually assess, plan, implement and review our approach to teaching and learning collaboratively with parents. We have highly skilled and trained staff to support any additional needs and use expert support from outside agencies where needed.



Implementation:

Provision	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and Physical
Universal	Quality First Teaching Meeting with parents Communication in Print Same-day intervention Vocabulary instruction at the beginning of every lesson	Quality First Teaching Meeting with parents Communication in Print Same-day intervention	Warm welcome Quality First Teaching Meeting with parents Communication in Print Same-day intervention Pastoral support	Quality First Teaching Meeting with parents Communication in Print Same-day intervention
Additional	1:1 phonics Early Help if applicable One Page Profile Modified learning tasks	Early Help if applicable 1:1 phonics 1:1 maths One Page Profile Modified learning tasks	Early help if applicable One Page Profile Boxall profile Movement breaks	Early help if applicable One Page Profile Sensory profile Movement breaks
Targeted	As above and also: Regular meetings with parents SALT programmes Teacher-devised specific interventions. Specific support for language and communication difficulties (e.g. barrier games)	As above and also: Regular meetings with parents Teacher-devised specific interventions. Published support programmes. Early Help if applicable 1:1 phonics 1:1 maths	As above and also: Regular meetings with parents Teacher-devised specific interventions Social skills groups Positive affirmations	As above and also: Regular meetings with parents Teacher-devised specific interventions Sensory circuits
Specialist	As above and also: Fusion LSS EPS Traded SALT	As above and also: Fusion LSS EPS SIT	As above and also: Behaviour Support e.g. Aspire Outreach EPS Bereavement support	As above and also: OT Physio Visual Impairment Team Hearing Impairment Team

Impact: As a result, Children at Ferham Primary School will

- feel happy, safe and respected
- behaviour is good and diversity is celebrated
- children demonstrate high levels of engagement in activities, developing their speaking, listening and social skills
- have supportive and trained staff who make appropriate for the child's individual needs
- children with SEND make good progress from their starting points due to Quality First Teaching and to the use of resources and bespoke small group intervention which meets the needs of the pupils.
- on leaving our school children with SEND have developed good independence and life skills. Pupils will make secure transitions between classes and educational providers e.g. EYFS or High School

This term staff have received CPD in these areas of SEND:

- Sensory profiles
- Sensory circuits
- Adapted teaching and learning