

SEND Provision at Ferham Primary School

Primary Need for each Year Group









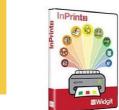


















Graduated response



■ C&I ■ C&L ■ SEMH ■ S&P

N, L, I, G, H, T, E, N, E, D, E, A, D, E, R, S,

 M_3 O_1 T_1 I_1 V_4 A_1 T_1 E_1 D_2

Reception Year 1

12

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.

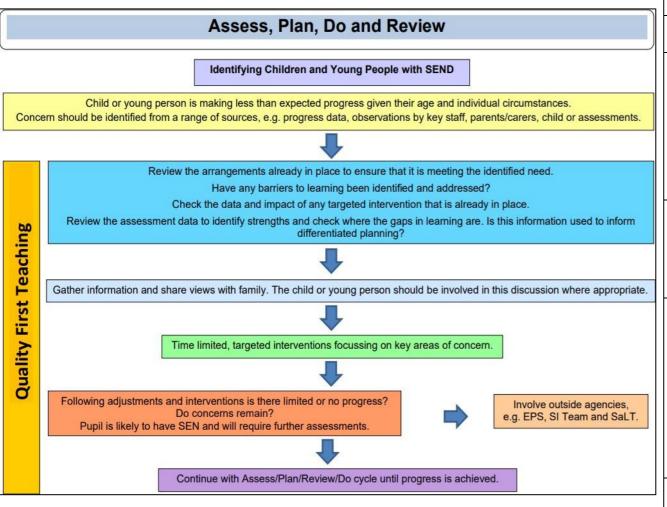
Specialist

advice

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

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.



Assess - A clear analysis is made of needs based on:

- Views of the pupil and their parents/carers
- Teacher assessments and observations
- Pupil's current attainment
- Pupil's previous progress and attainment
 Tracking of progress and comparisons wit
- Tracking of progress and comparisons with national data
- Assessments by external agencies if appropriate

Do - All the pupil's teachers and support staff are made aware of the plan and implement the adjustments, support and interventions.

Teachers are responsible for:

- Differentiating and personalising the curriculum
- Delivery of 'additional and different' provision for a pupil with SEN
- Planning, support and impact measurement of all group and one-to-one interventions delivered by support staff linking interventions to classroom teaching
- The SENDCo supports teachers in the effective implementation of the provision.



Plan - Following assessment, the teacher, SENDCo, parent/carers and pupil agree on a plan of action to include:

- . Time limited outcomes for the pupil
- The adjustments, support and interventions to be put in place
- A date for review

All planning must be pupil centred and outcomes focused and recorded.

Review - The quality, effectiveness and impact of provision is evaluated by the review date.

 This includes sharing information with the pupil and parent/carers and seeking their views.

If the pupil still has SEN following intervention, then the cycle begins again using the information gained from the review as the starting point. Ensure that the support in place is adapted to meet their needs and it becomes more personalised and targeted as required with input from the appropriate services.

At all times provision starts with Quality First Teaching.

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