



# The Fernwood School

*High Achievement with Care & Discipline for All*

## **SEND** **(Special Educational** **Needs and Disabilities)**

## **Information** **Report** **2016-17**

This policy will be monitored regularly and evaluated so that it remains responsive to current issues. This will be co-ordinated by the Governing Body Admission Committee.

Approved:	September 2017
Next review:	July 2018
Status:	Statutory



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## Introduction

The Fernwood School is a mainstream 11-16 Secondary Academy with approximately 1010 students on roll. At Fernwood, we operate a policy of inclusion, recognising that all children are entitled to equal access to the curriculum. Admissions of students with special educational needs is considered in line with our admissions policy, which relates equally to all. We work with parents, carers and specialists to put in place appropriate provision for students with specific educational needs and / or disabilities.

At Fernwood, we believe every student should be able to reach their potential. Many students need extra support to help them achieve this potential, for many different reasons. Some students may need extra support all the way through their school career, and some may need some extra help at certain times. If a student requires extra support, both inside and outside of the mainstream classroom, and they have an identified Special Educational Need or Disability (SEND) as defined by the 2014 Code of Practice, they will be placed on our SEND list, and parents or carers will be informed.

Fernwood currently has 115 students identified as having SEND. This is approximately 11% of the school roll. Each student has a Provision Plan detailing strategies that should be adopted by classroom teachers, and details of any extra support and intervention that the student receives. Each plan will also contain information from the "Student Voice" pro-forma which, students complete with parents and carers as part of the review process. This plan will be updated three times a year. Each student on the SEND list has been assigned a keyworker from the Study Support Team, who will meet regularly with their students, liaise with parents / carers when necessary, and regularly update each student's Provision Plan.

The new SEND Code of Practice (2014) identifies four main areas of need. It is important, however, to note that students with SEND often fall into more than one of the following categories:

## Communication and Interaction

25 students are included in this category.

7 students have been identified as having Speech and Language difficulties.

9 students have a diagnosis of ADHD (Attention Deficit and Hyperactivity Disorder)

16 students have a diagnosis of ASD (Autism Spectrum Disorder) or Asperger's Syndrome.

There are a small number of other students awaiting diagnosis through the Community Paediatrician, the Child and Adolescent Mental Health Service (CAMHS), or assessment by the Educational Psychologist, and who have input from the Nottingham City Autism team.



## Cognition and Learning

This includes literacy, numeracy and cognitive (processing) difficulties. We currently have 61 students in this category.

32 students have either a diagnosis of dyslexia or dyslexic tendencies.

26 students have literacy difficulties.

22 students have numeracy difficulties including Dyscalculia.

## Social, Emotional and Mental Health

This can include students who are vulnerable, who have a diagnosis of a mental health issue, and who require extra support managing social situations and emotional responses.

Provision includes:

Keyworker / mentor support

Safeguarding input and liaison with Social Care services

School around the Child meetings

Referrals to and involvement with outreach agencies

## Sensory / Physical Impairment

This includes Physical Impairment (PI), Visual Impairment and Hearing Impairment (HI). We currently have 12 students in this category.

Fernwood School has:

Lifts which provides access to the vast majority of the school, except upper floors of the main block.

Access to Study Support and the Library Block through remote door opening mechanism.

Ramps as necessary to provide access to all ground floor areas.

Hearing loop systems in some classrooms

Disabled toilets and shower facilities

Guides for visually impaired students

Drop kerbs to allow access to all ground floor areas of the school

## Assessing and Evaluating the Progress of Students with SEND

Progress of students who appear on the SEND list is monitored in line with each of the school's Data Entry points, where class teachers make a formal assessment of progress every term (3 in total per year). This informs of how students with SEND are performing, particularly in English and maths. From this tracking, the Study Support team can review the impact of Learning Support in the classroom, and how much impact any extraction and intervention is having on student progress.



All students are assessed regularly within their mainstream classes, and all students take a reading age test within the first week of the autumn term. Potential difficulties with literacy are assessed as early as possible, so that the right support and intervention can be put in place.

In Year 9, students who have been identified as having difficulties with cognition and learning take a “Lucid Exact Exam Access” screening test. This highlights whether students would benefit from extra help in exams in years 10 and 11, and these students will then be tested in more depth by the SENCO who is also a qualified specialist assessor.

Currently, a number of intervention programmes take place in the Study Support area addressing and supporting the different types of SEND listed above. The impact and suitability of these interventions is reviewed regularly, and this information is available on request.