



Fernhurst
Primary School

SEND Information Report

(Special Educational Needs and Disabilities)

Approved by:

Date: Spring 2026

Last reviewed on:

Spring 2026

Next review due by:

Spring 2027

Contents

Contents	3
1. What types of SEN does the school provide for?	4
2. Which staff will support my child, and what training have they had?	4
3. What should I do if I think my child has SEN?	6
4. How will the school know if my child needs SEN support?	6
5. How will the school measure my child's progress?	7
6. How will I be involved in decisions made about my child's education?	9
7. How will my child be involved in decisions made about their education?	8
8. How will the school adapt its teaching for my child?	8
9. How will the school evaluate whether the support in place is helping my child?	9
10. How will the school resources be secured for my child?	10
11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?	10
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?	10
13. How does the school support pupils with disabilities?	11
14. How will the school support my child's mental health and emotional and social development?	11
15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?	11
16. What support is in place for looked-after and previously looked-after children with SEN?	14
17. What should I do if I have a complaint about my child's SEN support?	14
18. What support is available for me and my family?	15
19. Glossary	16

1. What types of SEN does the school provide for?

Fernhurst Primary School can provide for pupils with the following needs:

<u>AREA OF NEED</u>	<u>CONDITION</u>
Communication and Interaction	Autism Spectrum Disorder (ASD)
	Speech and Language Difficulties
Cognition and Learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, Emotional and Mental Health (SEMH)	Attention Deficit Hyperactivity Disorder (ADHD)
	Attention Deficit Disorder (ADD)
Sensory and/or Physical	Hearing Impairments
	Visual Impairment
	Multi-sensory Impairment
	Physical Impairment

2. Which staff will support my child, and what training have they had?

At Fernhurst, we believe that every teacher is a teacher of children with Special Educational Needs and Disabilities (SEND). All teachers take responsibility for meeting the needs of every child in their class and are supported through regular training and guidance from our SENCO. In addition, teachers work closely with external professionals, such as educational psychologists, speech and language therapists, and specialist advisory teachers, to ensure that strategies and interventions are tailored to individual needs. This collaborative approach ensures high-quality, inclusive teaching for all pupils.

We also believe in empowering children to develop independence and

confidence by working with a range of adults across the school. To achieve this, teaching assistants are timetabled and deployed according to need rather than being attached to individual pupils. This flexible approach ensures that support is targeted where it is most effective, promotes inclusive practice, and enables pupils to build positive relationships with different members of staff. Our deployment model is regularly reviewed to respond to changing needs and priorities across the school.

All teaching staff and teaching assistants have undertaken a range of training to ensure they can effectively support pupils with Special Educational Needs (SEN). This includes:

Mandatory SEN Awareness Training for all staff to understand the principles of inclusive education and the graduated approach to support.

Specialist Training in areas such as Autism Spectrum Condition (ASC), Speech and Language Development, Social, Emotional and Mental Health (SEMH), and Dyslexia.

Safeguarding and Wellbeing Training to ensure staff can identify and respond to additional needs promptly.

Ongoing Professional Development through regular workshops, external courses, and collaboration with the SENCO and external specialists to keep up to date with best practice and statutory requirements.

This training ensures that staff are equipped with the knowledge and strategies to provide high-quality, differentiated support tailored to individual needs.

Our Special Educational Needs Coordinator, or SENDCO

Our Special Educational Needs and Disabilities Coordinator (SENDCO) is Simone Elliott, who brings a wealth of experience and expertise to the role. Simone has worked as a SENDCO for 15 years and, prior to that, spent 6 years as a class teacher. Her teaching experience spans Foundation Stage, Key Stage 1, Key Stage 2, and Key Stage 3, giving her a deep understanding of the full educational journey.

Simone has managed a resourced provision for pupils with visual and/or hearing impairments and has worked for 3 years in specialist settings and alternative provision supporting students with Social, Emotional and Mental Health (SEMH) needs. This breadth of experience ensures that Simone is highly skilled in coordinating support for a wide range of needs and in working collaboratively with staff, families, and external professionals to achieve the best outcomes for every child.

She achieved the National Award in Special Educational Needs Co-ordination in 2012.

She is allocated 2 days a week to manage SEN provision at Fernhurst. Simone also works as the Senior Partnership Leader for Inclusion across the Wey Valley Trust schools.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary, we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

What should I do if I think my child has SEN?

If you think your child might have SEN, the first person you should tell is your child's teacher. You can do this by arranging a meeting with them through contacting the school office.

If your child's teacher is unable to reassure you and you still have concerns, they will pass the message on to our SENCO, Simone Elliott, who will be in touch to discuss your concerns.

You can also contact the SENCO directly by email simone.elliott@chi.ac.uk.

When a parent raises a concern about Special Educational Needs (SEN), the SENDCO will take prompt and structured action. This typically includes:

Listening to and recording the parent's concerns in detail.

Reviewing the child's current progress, provision, and any existing support plans.

Gathering information from the class teacher and any relevant staff.

Observing the child in the learning environment if appropriate.

Discussing next steps with the parent, which may include implementing additional strategies, monitoring progress, or seeking advice from external professionals.

This collaborative approach ensures that concerns are addressed quickly and effectively, with the child's needs at the centre of decision-making

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will receive an email of what has been actioned following the meeting. If we decide that your child needs SEN support, we will formally notify you that your child will be added to the school's SEND register and share with you a learning support plan.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra attention in class to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment, or behaviour. They will look at work samples over a period of time and maybe conduct some additional assessments. They will also compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

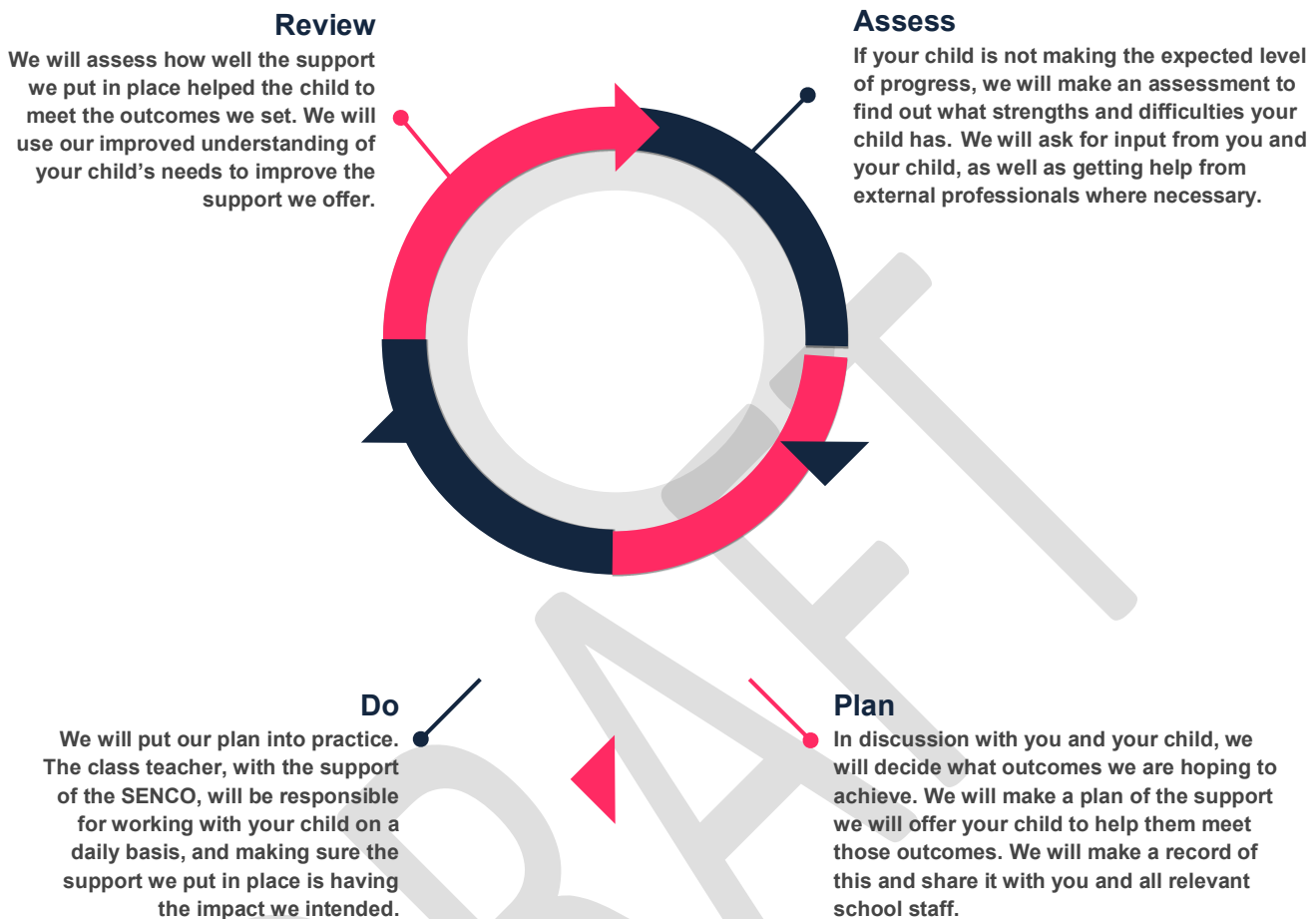
Based on all of this information, the SENDCO will decide whether your child needs SEN support. You will be told the outcome of the decision and receive a copy of their learning support plan.

If your child does need SEN support, their name will be added to the school's SEND register.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

How will I be involved in decisions made about my child's education?

We will provide termly learning support plans which document your child's progress.

Your child's class teacher will meet you at least 3 times a year, to:

Set clear outcomes for your child's progress

Review progress towards those outcomes

Discuss the support we will put in place to help your child make that progress

Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence.

We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

How will the school adapt its teaching for my child?

Your child's teacher/s is/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 your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts, etc.
- Teaching assistants will support specific pupils on a 1-to-1 or small group basis as directed by the senior leadership team.

We may also provide the following interventions:

- Emotional Literacy Support Assistant Programme
- Precision Teaching
- Pre and Post Teaching of key concepts and or vocabulary
- Writing Legends
- Black Sheep Narrative Speech and Language Therapy Programme
- Specific individualised programmes devised by Speech and Language Therapists
- Sensory Circuits

How will the school adapt its teaching for my child?

We believe that, where possible, pupils should be educated within the classroom environment. They may need some additional support to access specific areas of the curriculum, depending on their SEND needs. The curriculum will be adapted where required. This may be through the level of task, resource, or support.

Children will be grouped in a variety of ways to support learning. This may include whole class learning, group and individual support.

Your child's teacher/s is/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 your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will or adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, some 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts, etc.
- Teaching assistants will support pupils on a 1-to-1 basis for specific interventions if specified in their EHCP
- Teaching assistants will support pupils in small groups to deliver interventions or during whole class learning.

For further information on the accessibility of the school, please refer to the school's accessibility policy.

How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term and recording this on their learning plan
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Meetings/Discussions with external professionals where relevant for example speech and language therapists.

- Termly assessments completed by the class teacher
- Holding an annual review (if they have an education, health and care (EHC) plan)

How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips.

All pupils are encouraged to take part in sports day, school plays, special workshops, beach school and forest school.

No pupil is ever excluded from taking part in these activities because of their SEN or disability, and we will make whatever reasonable adjustments are needed to make sure they can be included.

How does the school make sure the admissions process is fair for pupils with SEN or a disability?

The school is committed to inclusive practice and will make all reasonable adjustments to ensure that no prospective pupil with a disability or SEN is disadvantaged in the admissions process.

Accordingly, the school will:

Provide appropriate support throughout the admissions process to ensure accessibility for all prospective pupils with a disability or SEN.

Work collaboratively with parents/carers, the local authority, and relevant professionals to understand a prospective pupil's needs and identify adjustments or support required for transition.

Make reasonable adjustments to procedures, open events, visits, and documentation so that all prospective pupils can participate fully.

Admission of pupils whose Education, Health and Care (EHC) Plan names the school

In accordance with statutory guidance, all pupils whose EHC plan names the school must be admitted before any other places are allocated, regardless of oversubscription.

This ensures that:

Pupils with an EHC plan naming the school are placed as a priority group.

The school and Trust meet their legal responsibilities without delay.

Admission authorities comply fully with statutory requirements.

Oversubscription criteria and how they avoid unfair disadvantage for pupils with a disability or SEN

The school's oversubscription criteria will comply fully with the School Admissions Code, which requires all arrangements to be "clear, fair and objective" when places are limited.

Children with an EHC plan naming the school are allocated places before oversubscription criteria apply, preventing disadvantage at the outset.

Criteria such as distance, siblings, or feeder schools will be designed to be reasonable, transparent, and consistently applied, as required by the national Code.

The school will ensure that oversubscription criteria do not contain provisions that could indirectly discriminate against disabled pupils or those with SEN, in line with duties under the Equality Act 2010.

Adjustments will be made where necessary to ensure that the measurement or assessment of criteria (e.g., medical evidence, accessibility considerations) does not place disabled pupils at a disadvantage.

What support will there be for my child's overall well-being and social, emotional and behavioural development?

Wellbeing and personal development is at the heart of life at Fernhurst School. All staff work closely with the children and provide emotional and social support which may be tailored to individual needs. Designated staff receive appropriate training to provide support for individual needs, including medical needs. They support individuals and groups of children who have a need for additional support – this is not exclusive to those with a SEND need. The school works closely with the Primary Behaviour Service and Educational Psychologists.

What services and expertise are available or accessed by the school, including staff with specific specialist knowledge/qualifications?

Simone Elliott is the school's Senior Partnership Leader for Inclusion/SENCo. She works closely with other SENCos within the Trust, external agencies and Local Authorities to ensure the most appropriate provision is in place for the SEND pupils. We make an annual audit of training needs for all staff taking into account school priorities and personal professional development. Particular support is given to new members of staff and to training that addresses children's specific needs. The SENDCOs of each school within the locality meet together regularly to share good practice and there are additional regular meetings with other schools within the University of Chichester Academy Trust. All teachers and Teaching Assistants have completed training in relation to the SEND code of conduct, developing and implementing effective pedagogical practice for pupils with SEND. Some teachers and teaching assistants have also completed additional CPD in relation to Speech and Language, dyslexia and attachment theory to support the needs of specific pupils. Specialist and targeted support is sought from other agencies where necessary in order to maximise learning potential e.g. Speech and Language service, school nurse, Occupational Health service, Right to Choose routes; local authority services and SEMH specialist support.

How will the school help children and young people transfer to the next phase of education?

For children starting in Year R there is a careful transition process where children come, initially with their parents and then independently, to meet the reception staff and new members of their class. The school staff will also make home visits to families. Visits to the nursery setting and meetings with nursery staff are also organised by the reception teacher.

To help transition between year groups, social stories are written for children who may find transition difficult. For some children, additional visits to meet their new class teacher and classroom are also organised. There is also dedicated time for class teachers to meet with the receiving class teacher in the summer term to share information about the cohort and discuss the support that has been put in place for children during the year.

When children in Year 6 are preparing for secondary school, the children who are identified as needing extra support are given the opportunity to attend additional visits to their new secondary school. We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes as smooth as possible. This may include:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the lockers would be etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.
- Enhanced transition arrangements are tailored to meet individual needs.

- Our PSHE and relationships sessions in the summer term of year 6 focus on transition to help them prepare for the changes they will experience.

We liaise closely with staff when receiving and transferring pupils to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has complex Special Educational Needs they may be part of a Transition Partnership Agreement (TPA) or have an Education Health & Care Plan (EHCP) will be used as a transition meeting, during which we will invite staff from relevant Early Years settings and schools to attend along with any external agencies involved.

What support is in place for looked-after and previously looked-after children with SEN?

Simone Elliott is our Designated Teacher for Looked- after children as well as our SENDCO, part of her role is to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

What should I do if I have a complaint about my child's SEN support?

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the Headteacher and SENDCO, if unresolved, Governors. The governor with specific responsibility for SEND/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy).

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

To find out about disagreement resolution and mediation services in our local area, please see: <https://westsussexsendias.org/appeals-mediation-disagreement-resolution-complaints> or <https://www.surreycc.gov.uk/children/support-and-advice/local-offer/parents-and-carers/ehcp/appeals-and-mediation>.

What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at your local authority's local offer.

West Sussex <https://westsussex.local-offer.org/>

Surrey <https://www.surreylocaloffer.org.uk/>

Hampshire <https://www.connecttosupporthampshire.org.uk/family-information-and-services-hub-fish/send-local-offer/>

SENDIASS Support for Parents and Carers

SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service) provides free, confidential, and impartial advice to parents and carers of children and young people with SEND. The service helps families understand their rights and responsibilities, navigate the SEND process, and make informed decisions about education, health, and social care. Support includes guidance on Education, Health and Care (EHC) plans, school-based provision, preparing for meetings, and signposting to additional resources.

West Sussex SENDIASS: <https://westsussexsendias.org/>

Surrey SENDIASS: <https://www.sendadvice.surrey.org.uk/>

Hampshire SENDIASS contact details are: <https://www.hampshiresendiass.co.uk/>

National charities that offer information and support to families of children with SEN are:

IPSEA <https://www.ipsea.org.uk/>

SEND family support <https://sendfs.co.uk/>

NSPCC <https://www.nspcc.org.uk/>

Family Action <https://family-action.org.uk/>

Special Needs Jungle <https://www.specialneedsjungle.com/>

Glossary

In this policy the following terms have the following meanings:

Educational Psychologists (EP) - support schools to improve a child's experiences of learning. They use their training in psychology and knowledge of child development to assess difficulties children may have with their learning, and to recommend and develop methods and strategies to help them learn more effectively.

The Graduated Approach - refers to the system of SEND support based around a four part cycle, known as the graduated approach, as detailed in this policy.

Occupational Therapist (OT) - is a branch of health care that helps people who have physical, sensory, or cognitive problems. Occupational therapists help with barriers that affect a person's emotional, social, and physical needs. They can advise on aids, equipment or home/school adaptations.

SEND Register - this is where we store the information relating to pupils with SEND across the school.

Speech and Language Therapist (SALT) - is a healthcare profession, the role and aim of which is to enable children with speech, language and communication difficulties (and associated difficulties with eating and swallowing) to reach their maximum communication potential and achieve independence in all aspects of life.

Learning Support Plan – If a child is on the SEND Register, individual targets will be written by the class teacher to monitor their progress. This will also outline strengths and areas for improvement, along with current provision and intervention.

SEN Support- Support provided in school for pupils with SEND who do not have an EHCP. This is part of the graduated approach.

Education, Health and Care Plan (EHCP)- Education Health and Care Plans (EHCP) are legal documents which set out a child or young person's special educational needs and the support that is required to meet these needs. This includes a suitable education setting (nursery/school/college). EHCP's focus on outcomes (long and short term goals) and the steps that need to be taken to achieve those outcomes.

Intervention- Targeted support designed to address specific learning or developmental needs.

Reasonable Adjustments- Changes made to remove or reduce barriers for pupils with SEND, as required under the Equality Act 2010.

Inclusive Practice- Teaching strategies and school policies that ensure all pupils, including those with SEND, can participate fully in learning.

Code of Practice -Statutory guidance that schools and local authorities must follow when supporting children and young people with SEND.

Statutory Assessment- A formal process to determine whether a child requires an EHCP.

Person-Centred Planning- An approach that places the child or young person at the heart of decision-making about their support.

SEND Tribunal- An independent body that hears appeals regarding decisions about SEND provision or EHCPs.

Top-Up Funding- Additional funding provided by the local authority for pupils with high needs beyond the school's delegated budget.

Reasonable Endeavours- The duty of schools and local authorities to make every effort to deliver provision outlined in an EHCP.