



The Fernwood School

High Achievement with Care & Discipline for All"

SEND (Special Educational Needs and Disabilities) Information Report 2024-2025

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

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Next review: November 2025
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Introduction

The Fernwood School is a mainstream 11-16 Secondary Academy with approximately 1544 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. Some 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 165 students identified as having SEND. This is just over 10% of the school roll. Each student has a Pupil Passport and a closing the gap SEND note detailing strategies that should be adopted by classroom teachers, and details of any extra support and intervention that the student receives.

Each plan is built using a child-centred approach using a set of questions which students complete with their keyworker or with their parents and carers at least annually as part of the review process. Each student on the SEND list has been assigned a keyworker from the Study Support Team who they will meet at least every term, or more regularly if needed. Alongside meeting with the student, the key worker will also liaise with parents/carers when necessary, and regularly update each student's Pupil Passport as required.

SEND Facts and Figures 2024/25

- 🌿 11 students with an EHCP
- 🌿 154 students classed as K (SEN Support) – have a diagnosis or recognised SEND
- 🌿 23 students classed as M (Monitoring) – under diagnosis or displaying traits of possible SEND types
- 🌿 KS3:
 - Year 7: 25 students classed as SEND, 2 with an EHCP
 - Year 8: 37 students classed as SEND, 0 with an EHCP
 - Year 9: 31 students classed as SEND, 6 with an EHCP
- 🌿 KS4:
 - Year 10: 28 students classed as SEND, 0 with an EHCP
 - Year 11: 33 students classed as SEND, 3 with an EHCP



The 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

- 76 students are included in this category
- 15 students have been identified as having Speech and Language difficulties
- 10 students have a diagnosis of ADHD or ADD (Attention Deficit and Hyperactivity Disorder) or are under investigation
- 51 students have a diagnosis of ASD (Autism Spectrum Disorder) or are under investigation for ASD

A number of these students are awaiting assessment or diagnosis through the Community Paediatrician, the Child and Adolescent Mental Health Service (CAMHS), Behaviour, Emotional and Mental Health Services (BEMHS) 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 56 students in this category.

- 18 students have either a diagnosis of dyslexia or dyslexic tendencies
- 83 students have cognition and learning difficulties including moderate learning difficulties and processing difficulties

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. We have 70 students in this category.

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
- Emotional Literacy Support Assistants

Sensory/Physical Impairment

This includes Physical Impairment (PI), Visual Impairment (VI) and Hearing Impairment (HI). We currently have 17 students in this category.

Fernwood School has:

- Lifts which provide access to the 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
- ✿ A new physio room with standing frame, plinth and floor-based physio area

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, at each data entry point class teachers make a formal assessment of progress (three in total per year). This informs how students with SEND are performing, particularly in English and Mathematics. The class data is then inputted into the APRI tool which allows close monitoring and tracking of pupil progress and attainment data. By using the APRI tool, the Study Support Team can review the impact of Learning Support in the classroom, and how much impact any intervention is having on student progress.

Alongside regular assessments within lessons, KS3 students take a reading age test within the first half of the autumn term and again before Easter. Staff use the reading test result to identify pupils who need additional reading support or additional reading challenge within their lessons. Potential difficulties with literacy are assessed as early as possible, so that the right support and intervention can be put in place. All students receive reading intervention under the school's 'Reading for All' initiative, but targeted intervention will also be offered to students identified by the reading tests. The intervention offered to a student will depend on their needs.

In Years 10 and 11, students who have been identified as having difficulties with cognition and learning or any other impairment that may require a reasonable adjustment take a "Lucid Exact Exam Access" screening test. This highlights whether students would benefit from extra help in examinations in Years 10 and 11, and these students will then be tested in more depth by the specialist SEND teacher, 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.