



The Fernwood School

High Achievement with Care & Discipline for All"

SEND (Special Educational Needs and Disabilities) Policy

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

Approved: November 2025

Next review: November 2026

Status: Statutory



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SEND Policy and information report

At The Fernwood School, we believe that every child regardless of their individual needs is entitled to an ambitious, inspiring education that enables them to flourish and thrive. We are committed to creating a community where diversity is celebrated, barriers are removed, and all learners are supported to achieve their full potential. Our high aspirations for every child go hand in hand with tailored support, ensuring that every student feels valued, included and empowered to succeed. Through partnership with families, staff and external agencies, we work tirelessly to ensure that all students are prepared to flourish both in school and develop independence outside of school.

Our vision and values

At The Fernwood School, our approach to SEND is guided by these principles –

- High aspirations for all – we believe that every student can achieve excellence and we encourage ambition in all areas of life.
- Inclusive community – we celebrate diversity and ensure that all students feel valued, respected, and part of the school community.
- Removing barriers – we continuously work hard to proactively identify and overcome challenges so all learners can access the full curriculum.
- Personalised support – strategies, resources and support are tailored to meet individual needs and promote independence. All students on our SEND register are supported through a key worker who advocates for them playing a vital role in shaping their success. All students are treated as individuals. We care, listen and act upon need.
- Collaboration – we work in partnership with the child, parents, carers, external agencies, and professionals to secure the best outcomes for all students. We place students and families at the heart of decision making, valuing their voice and ensuring they feel listened to, respected and involved. This ensures that the support we provide is joined up, consistent, and catered around the needs of the child.
- Preparation for adulthood – through a broad and balanced curriculum and specialist support we equip all students with the skills, confidence and resilience to thrive beyond school in further education, employment and adulthood.



2025-2026 SEND facts and figures

SEND SUPPORT DATA AND INFORMATION																					
Cohort	All SEND			SEND Support (K)									EHCP (E)								
				All			Male			Female			All			Male			Female		
	No	% of SEN	% of school	No	% of SEN	% of school	No	% of SEN	% of school	No	% of SEN	% of school	No	% of SEN	% of school	No	% of SEN	% of school	No	% of SEN	% of school
Year 7	41	26.1%	13.2%	31	75.6%	10.0%	18	43.9%	5.8%	13	31.7%	4.2%	5	12.2%	1.6%	4	9.8%	1.3%	1	2.4%	0.3%
Year 8	24	15.3%	7.9%	22	91.7%	7.3%	16	66.7%	5.3%	6	25.0%	2.0%	1	4.2%	0.3%	1	4.2%	0.3%	0	0.0%	0.0%
Year 9	34	21.7%	10.8%	33	97.1%	10.5%	25	73.5%	7.9%	8	23.5%	2.5%	1	2.9%	0.3%	1	2.9%	0.3%	0	0.0%	0.0%
Year 10	33	21.0%	10.7%	25	75.8%	8.1%	19	57.6%	6.2%	6	18.2%	1.9%	8	24.2%	2.6%	6	18.2%	1.9%	2	6.1%	0.6%
Year 11	25	15.9%	8.1%	24	96.0%	7.7%	17	68.0%	5.5%	7	28.0%	2.3%	1	4.0%	0.3%	1	4.0%	0.3%	0	0.0%	0.0%
Total	157		10.2%	135	86.0%	8.7%	95	60.5%	6.1%	40	25.5%	2.6%	16	10.2%	1.0%	13	8.3%	0.8%	3	1.9%	0.2%

SEND register break down based on areas of need

SEND AREA(S) OF NEED																																
Cohort	MLD			SLD			SpLD			SLCN			ASD			SEMH			HI			VI			PD			OTH			Total	
	No	% of SEN	% of school	No	% of SEN	% of school	No	% of SEN	% of school	No	% of SEN	% of school	No	% of SEN	% of school	No	% of SEN	% of school	No	% of SEN	% of school	No	% of SEN	% of school	No	% of SEN	% of school	No	% of SEN	% of school		
Year 7	6	14.6%	1.9%	2	4.9%	0.6%	6	14.6%	1.9%	4	9.8%	1.3%	6	14.6%	1.9%	10	24.4%	3.2%	0	0.0%	0.0%	0	0.0%	0.0%	2	4.9%	0.6%	1	2.4%	0.3%	37	17.1%
Year 8	12	50.0%	4.0%	1	4.2%	0.3%	6	25.0%	2.0%	1	4.2%	0.3%	12	50.0%	4.0%	10	41.7%	3.3%	2	8.3%	0.7%	1	4.2%	0.3%	3	12.5%	1.0%	2	8.3%	0.7%	50	23.1%
Year 9	8	23.5%	2.5%	1	2.9%	0.3%	7	20.6%	2.2%	2	5.9%	0.6%	10	29.4%	3.2%	12	35.3%	3.8%	0	0.0%	0.0%	2	5.9%	0.6%	1	2.9%	0.3%	0	0.0%	0.0%	43	19.9%
Year 10	7	21.2%	2.3%	0	0.0%	0.0%	4	12.1%	1.3%	2	6.1%	0.6%	12	36.4%	3.9%	20	60.6%	6.5%	1	3.0%	0.3%	0	0.0%	0.0%	0	0.0%	0.0%	1	3.0%	0.3%	47	21.8%
Year 11	11	44.0%	3.5%	0	0.0%	0.0%	7	28.0%	2.3%	3	12.0%	1.0%	10	40.0%	3.2%	12	48.0%	3.9%	2	8.0%	0.6%	1	4.0%	0.3%	1	4.0%	0.3%	3	12.0%	1.0%	50	23.1%
Total	44	28.0%	2.8%	0	0.0%	0.0%	30	19.1%	1.9%	12	7.6%	0.8%	50	31.8%	3.2%	64	40.8%	4.1%	5	3.2%	0.3%	4	2.5%	0.3%	7	4.5%	0.5%	0	0.0%	0.0%	216	



Our Global Provision

The Fernwood School is a mainstream secondary school, and we pride ourselves on outstanding quality first teaching. All staff are well informed of the students' needs through sharing of information, by face-to-face meetings and/or individual pupil passports. Pupil passports are written with the child at the heart of it using their voice, their parents voice, clear identification of individual need, supported with personalised recommended teaching and learning strategies. Class context sheets provide all contextual information including SEND, information and reading ages.

KS3 provision

At KS3 level we have key nurture groups in all core subjects and humanities. Students who are nurture grouped may be working significantly below age related expectations and require a more bespoke curriculum in that subject area. Students may move in and out of nurture based on the progress and need. Individuals may not necessarily be in nurture for all subjects. For example, if a student is thriving in maths they will be in a suitable mainstream group for that subject. Nurture is a small group provision which is carefully tailored to meet the individual needs of students, while remaining fully aligned with the school's curriculum schemes of learning. This ensures that all learners receive personalised support and adapted teaching but continue to access a broad and balanced curriculum that reflects our high aspirations and expectations of the wider school community. All other subjects are of mixed ability or grouped based on data and support is provided where needed.

KS4 provision

For those who may find a full suite of GCSEs challenging we offer a bespoke Pathway 3 option. This pathway provides a balanced programme of study with a stronger vocational focus, enabling students to develop practical skills and knowledge, while reducing the number of formal examinations required. We recognise that not every student will thrive though a large number of GCSE's, so Pathway 3 offers something more personalised, practical and skills based supporting a path to further education, training and life skills.

Further education and careers

All students receive support from our in-school careers advisor, students with SEND may receive additional careers support with the involvement of keyworkers and parents if required. We work with families and students to ensure they have a clear path for life after school while recognising their strengths, needs and aspirations.

Transition support for SEND students

At The Fernwood School we understand that transition periods can be a very stressful and challenging time for them and their parents or carers, we therefore put additional measures in place. For KS3, some students may require an enhanced transition which may be supported by outside agencies and key staff from primary schools or parents. We also pride ourselves



on the detailed transition visits and sharing of information we do each year to prepare for the new Year 7 intake. Those with high level needs have their pupil passports written in advance of them starting in September.

Students transitioning from KS3 into further education may also require additional transition support either with key staff members or outside agencies.

Exams access arrangements

In line with the Joint Qualifications Council (JCQ) regulations, at The Fernwood School we ensure that exam access arrangements are provided fairly and consistently for students who meet the required criteria. We have a qualified exams assessor who carries out the appropriate assessments for access arrangements, working closely with the SENDCo to identify needs and gather the necessary evidence. We ensure that students receive the support they are entitled to in all assessments, and it becomes their 'normal way of working'.

Activities that are available for students with special educational needs in addition to those available in accordance with the curriculum

All clubs, trips and activities offered to students at The Fernwood School are available to students with special educational needs. For some students 'reasonable adjustments may need to be made. This is always done in partnership with parents/carers.

A full range of extracurricular activities are available including sporting activities, music and subject specific clubs. We will use our best endeavours to enable access for students with disabilities or medical needs. Parents/carers will be consulted prior to any residential trips in order to maximise accessibility.

Summary of Key legislation

Our SEND Policy is underpinned by the following legislation and statutory guidance:

Children and Families Act 2014

Introduced the SEND Code of Practice (2015).
Established Education, Health and Care Plans (EHCPs)
Requires schools to publish a SEND Information Report.

SEND Code of Practice: 0-25 years (2015)

Statutory guidance for schools, early years, and post-16 settings.
Sets out the four broad areas of need.
Explains the "graduated approach" to identification and support (assess, plan, do, review).



Equality Act 2010

Schools must not discriminate against pupils with SEND or disabilities.
Duty to make reasonable adjustments and provide auxiliary aids where needed.
Provides protection against direct and indirect discrimination, harassment, and victimisation.

The Special Educational Needs and Disability Regulations 2014

Sets out statutory duties for schools, including the requirement to cooperate with the Local Authority and to publish information about SEND provision.

Children Act 1989 & 2004

Emphasises the duty to safeguard and promote the welfare of all children, including those with SEND.

Statutory Guidance on Supporting Pupils with Medical Conditions (2017)

Requires schools to make arrangements to support pupils with medical conditions, ensuring their needs are met alongside SEND support where relevant.

Working Together to Safeguard Children (2018)

Ensures safeguarding responsibilities are fully integrated into SEND support and provision.

The definition of SEND

The Special Educational Needs Code of Practice 2014 states that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

- ✿ Have a significantly greater difficulty in learning than the majority of others of the same age; or
- ✿ Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. We will use our best endeavours to ensure that such provision is made for those who need it.



The four broad areas of need

The SEND code of practice (2015) identifies 4 broad areas of special educational needs. While individual students may have needs that fall into more than one category, understanding these areas helps the school plan and deliver appropriate support.

1. Communication and interaction

This area includes children and young people who have difficulty communicating with others. This may involve;

- ✿ Understanding spoken language
- ✿ Understanding and using social rules of communication
- ✿ Conditions such as speech language and communication needs (SPLN) or autism spectrum disorder (ASD)

Support may include speech and language therapy input, visual supports, structured social communication programmes, and adapted communication strategies in class.

2. Cognition and learning

Some of our students learn at a slower pace than their peers, even with appropriate adaptive teaching. This includes;

- ✿ Specific learning difficulties (SpLD) e.g. dyslexia, dyscalculia, dyspraxia
- ✿ Moderate learning difficulties (MLD)
- ✿ Sever or profound and multiple learning difficulties (SLD/PMLD)

Support may include targeted small group interventions, differentiated curriculum, use of assistive technology and additional adult support.

3. Social emotional and mental health difficulties (SEMH)

Sometimes students may experience difficulties in regulating emotions or behaviour, which can affect their ability to learn. This includes;

- ✿ Anxiety, depression, or other mental health needs
- ✿ Attachment difficulties or trauma
- ✿ Social or behavioural challenges

Support may include pastoral support, counselling, ELSA support and close work with families and outside agencies.

4. Sensory and or physical needs (S.PN)

Some students require special provision because they have a disability that prevents or hinders them from making use of the facilities normally provided by school. This includes;

- ✿ Vision impairment (VI)



- ✿ Hearing impairment (HI)
- ✿ Multi-sensory impairment (MSI)
- ✿ Physical disability (PD)

Support may include specialist equipment or resources, accessibility adaptations, physical support and advice from specialist teachers or therapists.

Key members of staff – roles and responsibilities

Role of the governors

Mr Bob Sagoo is our dedicated SEND governor. He plays an active role in meeting with the SENDCO on a termly basis.

Role of the headteacher

Mr Chris Gell is the headteacher and has the strategic and statutory responsibility for SEND provision across the school. Leading on inclusion, holding accountability for outcomes and ensuring the SENDCO, staff and governors are enabled to carry out their roles effectively.

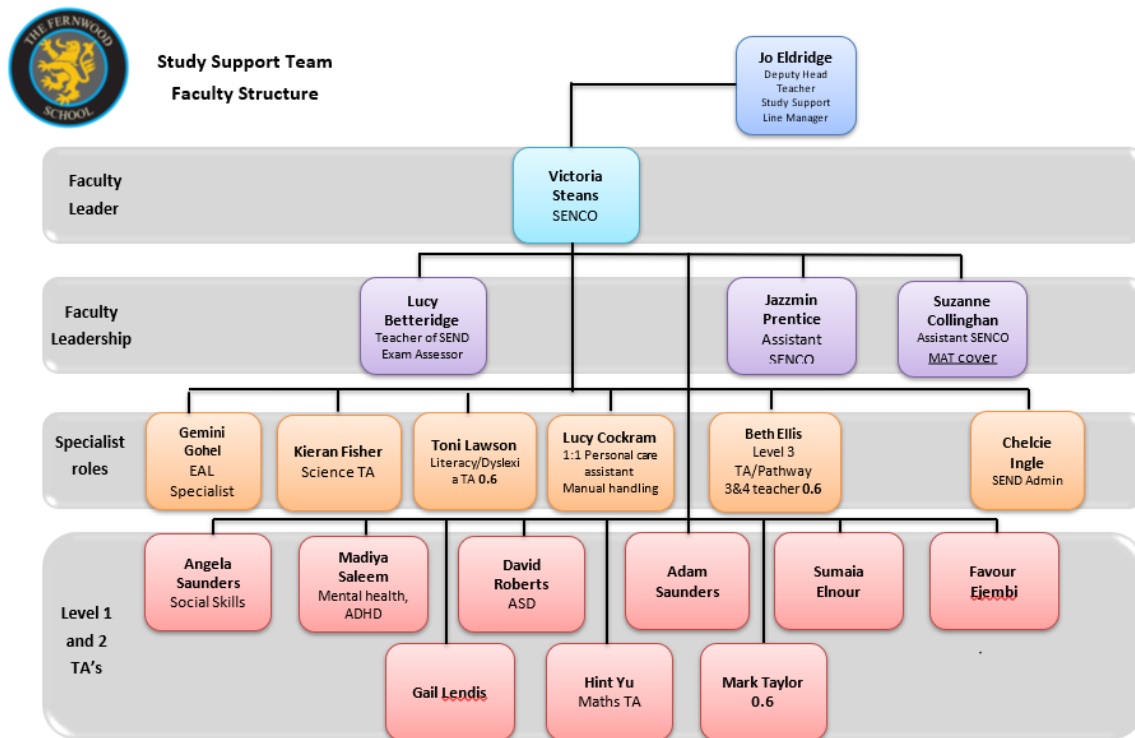
Role of the SLT Link

Mrs Jo Eldridge is the deputy head teacher and is responsible for the day-to-day management of SEND. This involves working closely with the SENDCO and the study support team to understand the provisions in place for students with SEND.

Role of the SENDCO

The SENDCO at the Fernwood School is Mrs Victoria Steans who is a qualified teacher. She has completed the National SENDCO award and is responsible for the operational leadership for SEND through the day to day running of the study support department ensuring that the needs of students are met through strategic planning, co-ordination of support and ensuring compliance with the SEND code of practice.

Study support staffing structure



How we identify need

At The Fernwood School we identify students with SEND by gathering early information before the child joins us from previous settings and transition meetings. Teachers monitor progress through assessment and observation of learning, communication and interaction, and physical needs. If a concern is raised appropriate next steps to support progress are implemented through the graduated response.

The principle of early identification and intervention underpins our approach to identifying those students who need extra help. This is often put in place, even if a special educational need has not been diagnosed.



The Fernwood School

Graduated Approach





The type of support we offer at Fernwood

- 🌿 Teacher support within the classroom
- 🌿 Teaching Assistant support in lessons
- 🌿 Keyworker support and check in's
- 🌿 Small group or 1:1 intervention
- 🌿 Homework club support
- 🌿 Physiotherapy
- 🌿 KS3 nurture
- 🌿 KS4 pathways 3 and 4

How we involve parents and carers

We actively involve families by working in partnership with them, ensuring their views are sought and valued in decisions about their child's needs, and consulting with them regularly on the planning, reviewing and effectiveness of their child's SEND provision. Keyworkers are in regular contact with the families of their keyworker children.

How students are consulted with and involved

The voice of the students is very important, and we adopt a child centred approach ensuring that their views, opinions and aspirations are encapsulated in their 'pupil passport'.

Working with external agencies

At times it may be necessary to consult with outside agencies to receive specialist intervention from Local Authority agencies such as:

- 🌿 Autism Team
- 🌿 Learning Support Team
- 🌿 Educational psychologist
- 🌿 Sensory/Physical Team
- 🌿 INclude Team

Staff training

Training is delivered throughout the school to all staff, as well as within the study support department to the SEND team. The SENDCO and study support team regularly update their knowledge and understanding of the needs of students and incorporate updates and guidance from the local authority relevant to their individual areas of specialism. Training is either delivered by the SENDCO or by specialists within the local authority.



The monitoring of SEND provision

The SEND register is monitored and reviewed termly. This includes the monitoring of progress through data analysis of termly reports, in class assessments, exams, intervention progress and staff feedback.

Review timeline of this policy

This policy is reviewed and updated annually.

Links to other policies

The local offer

The local authority's local offer is published on;

<https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7>

This policy is written in line with the requirements of:

- Part 3 of the Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49The Order setting out transitional arrangements, Section 137
- The Equality Act 2010

This policy should also be read in conjunction with the following policies:

- Admissions Policy
- Behaviour Policy, Assessment Policy
- Equalities Policy
- Safeguarding Policy
- Homework Policy
- This policy will be reviewed annually