SEND Information Report

Policy Originator	Ferry Lane Primary School
Governor Responsible	Amy Chadwick
Status	Statutory
Ratified on	28.09.26
Review period	Annual

Guide for Parents

Ferry Lane Primary School sits at the heart of its community. We aspire to equip our children with the skills to be confident and successful in life. This means that our main aims are:

- To ensure all children have good skills in all subjects
- To provide a broad and balanced curriculum for every child
- A differentiated approach to the curriculum based on each child's individual needs
- To provide high-quality teaching and learning which stimulates, motivates, engages and challenges our children
- To celebrate and promote children's achievements in creativity and practical subjects
- To work closely with parents and carers to support all children in maximising their potential and progress
- To celebrate the diversity of our community
- To provide children with effective personal, social and behavioural skills.

We are an inclusive school with high expectations of all our pupils. We endeavour to raise the aspirations of all our pupils, including those with SEND. To ensure our SEND provision has maximum impact and secures good progress for our children we:

- Swiftly identify pupils who have special educational needs and additional needs
- Provide relevant support and monitor the effects of this regularly, adjusting as necessary
- Work within the guidance provided in the SEND Code of Practice 2014
- Follow a whole pupil, whole school approach to the management and provision of support
- Provide a Special Educational Needs Coordinator who will work with the SLT and Inclusion Administrator
- Provide support and advice for all staff working with pupils to identify special educational needs
- Ensure collaboration between education, health and social care services when needed
- Form close partnerships between parents, school staff and child using person-centred approaches
- Ensure a focus on outcomes for children and not just hours of provision/support.

If you need any more information please see our SEND Policy or contact our SENCO, Ms Theodossiou via the school office, by telephone or by email: admin@ferrylane.haringey.sch.uk marked for the attention of Ms Theodossiou.

Frequently Asked Questions

What does SEND mean?

The term SEND describes the needs of children who have a difficulty or disability which makes learning harder for them than for other children of the same age. SEND can cover a broad spectrum of difficulty and/or disability.

What kinds of SEND does Ferry Lane Primary School cater for?

Ferry Lane Primary school is a mainstream Primary School with a nursery. We pride ourselves on being an inclusive school that caters for children with SEND in one or more of the following areas:

- **Communication and interaction** e.g. speech, language and communication needs (SLCN) or autism spectrum disorder (ASD)
- **Cognition and learning** e.g. specific learning difficulties (SpLD), moderate learning difficulties (MLD), severe learning difficulties (SLD), dyslexia and global developmental delay
- **Social, emotional and mental health difficulties (SEMH)** e.g. attention deficit hyperactive disorder (ADHD), depression, eating disorders, attachment disorder or anxiety
- **Sensory and/or physical needs** e.g. vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) or sensory processing disorders
- **Medical needs** e.g. epilepsy, sickle cell anaemia, heart-defects or allergies

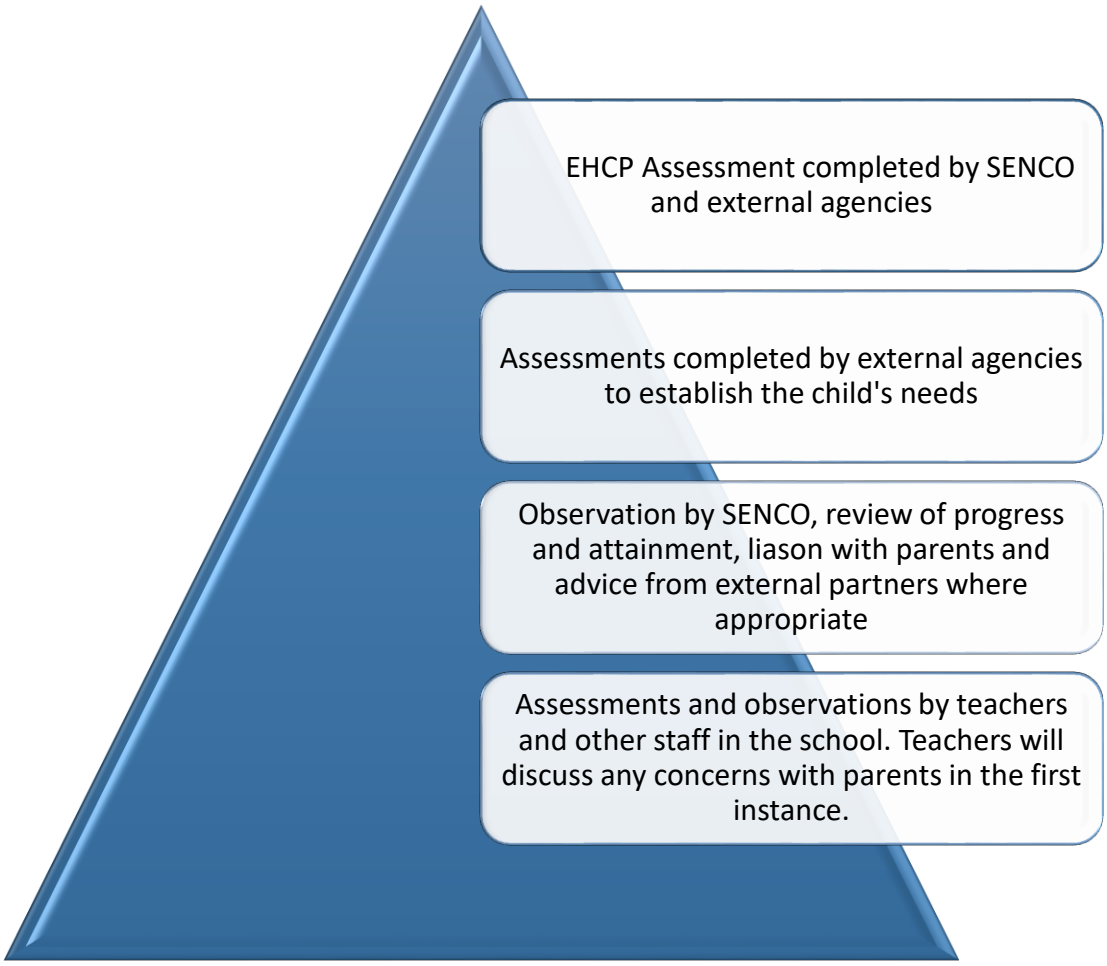
Where pupils have medical needs we will plan and deliver education provision in a coordinated way with their healthcare plan if they have one. We will also follow the statutory guidance on supporting pupils at school with medical condition.

What are the school's policies for the identification and assessment of pupils with SEND?

- All of our teachers teach children with SEND
- All of our staff recognise the importance of identifying SEND early and making effective provision
- Teachers alert the SENCO if they believe a child may have additional needs
- We assess each pupil's skills and levels of attainment when they first come to the school and this builds on the information we have received from the child's previous setting
- We continue to assess children on a half termly basis throughout their education, the data from these assessments is reviewed by the Achievement Coordinator. Any children who are working significantly below the expected level, make limited progress or make accelerated progress / are Gifted & Talented (G&T) will be highlighted to the SENCO for monitoring

- Where children already have their SEND diagnosed or identified we will work closely with the previous setting, the family and external agencies
- The SENCO regularly liaises with external agencies to organise a variety of assessments, including Speech and Language Therapy, Education Psychologist reports, Language and Autism team reports and CAMHs.

The range of different tools to help identify and assess pupils with SEND are summarised in the diagram below:



For further information please see our SEND Policy

What are the school's policies for making provision for pupils with SEND, whether or not pupils have Education Health and Care Plans?

Most of our pupils with SEND have their needs met as part of Quality First Teaching. This may include:

- adopting different approaches to meet different learning styles

- personalised learning arrangements
- specific school-based interventions to support their learning

If a pupil is identified as having SEND their teacher and the SENCO will consider everything known about the pupil to determine the support that they need.

For further information on the types of support available to children at Ferry Lane Primary School please see our Provision Map and SEND Policy

What are Education Health and Care Plans (EHCPs)?

Where the school has done everything it can to meet the needs of a child and they are still not making the expected progress, the school or parents may consider requesting an Education, Health and Care assessment.

The process for requesting an EHCP assessment is detailed on Haringey Council's website

If granted, the EHCP includes a support plan and action plan that details the child's targets and what support will be put in place to assist them in achieving those targets. An EHCP will also provide a level of additional funding to support the school in meeting the child's needs.

How many pupils with SEND are there at Ferry Lane Primary School?

The following table shows the number of pupils on the SEND register in September 2025.

SEND Register	Number of pupils
SEND Support / Monitoring / Observation	35
Education Health and Care Plans (EHCP)	11
Provisional number of applications for EHCP assessments over this coming academic year	5

What are the school's arrangements for assessing and reviewing the progress of pupils with SEND?

All pupils' progress is reviewed regularly at Ferry Lane. The Achievement Coordinator and class teachers conduct termly Pupil Progress Reviews for every child in the school during which achievements are celebrated, areas for development are identified and targets are set. For pupils identified as having additional needs the SENCO conducts:

- half termly Progress Review Meetings with class teachers to discuss the targets and progress of children with SEND
- termly meetings with parents and class teachers to review and update the children's Progress Passports and One Page Profiles

These reviews are used to:

- discuss what is working well and areas for development
- review the pupil's progress towards their goals and longer term outcomes
- discuss and agree clear outcomes for the future
- discuss and agree the support needed
- share advice and information on the things that parents can do at home to reinforce or contribute to their child's progress
- identify the actions needed to meet the agreed outcomes and the responsibilities of the parent, the pupil, the school and other agencies

On occasion some additional advice or assessment is sought from external agencies including:

- Area SENCO
- Education Psychology Service
- Speech and Language Therapy Service
- Physiotherapy Service
- Hearing Impaired Service
- Language and Autism Team
- Counselling
- Child Development Centre
- Child and Adolescent Mental Health Service

For further information on identification, assessment and review for pupils with SEND please see our Graduated Approach Document

How does the school adapt the curriculum and learning environment for pupils with SEND?

We make all reasonable adaptations to the curriculum and the learning environment to make sure that pupils with SEND are able to access learning.

Teachers will be supported by the SENCO to plan and differentiate learning to meet the needs of pupils with SEND. This may also involve working with external agencies such as the Language and Autism Team, Speech and Language Therapy Service or the Educational Psychologist. For example, we might need to provide or alter:

- visual or kinaesthetic resources to support learning, i.e. communication in print, concrete objects etc.
- layout of the classroom
- specialist resources to support individual pupils
- individual timetables
- individual quiet-time spaces
- now and next boards
- small group interventions
- 1:1 support
- ICT support

What extra-curricular activities are available for pupils with SEN?

Our school has extra-curricular activities including sports clubs, music clubs, dance clubs and art clubs. The current list of activities for this term is available through the school office. We will always make reasonable adjustments for children with SEND to attend these clubs.

The school also provides opportunities for regular school trips, swimming for KS2 pupils and an annual residential trip to Pendarren for year 6 pupils. We will involve the parents in the risk assessments for these trips should their child have substantial needs.

What support is available for improving the emotional and social development of pupils with SEN?

We have clear policies on behaviour and bullying that set out the responsibilities of everyone in the school.

See please see our Behaviour Policy

For children requiring additional support in this area the following may be provided:

- health mentor sessions to promote positive behaviour, social development and self-esteem
- individual visual timetables to support pupils during transition periods
- counselling sessions
- meetings with the Head Teacher
- access to Early Help

What are the arrangements for parents raising concerns and making a complaint about the SEN/D provision at the school?

We encourage parents to contact the school about their concerns, as soon as possible. If you have something to ask us or tell us, please contact the class teacher or the SENCO in the first instance.

Please see our Complaints Procedure for further information

What local support, outside of school, is there for the parents of pupils with SEN/D?

Information about local support can we found on Haringey Council's website

In addition, the Markfield Community Centre provides free impartial information, advice and guidance about Inclusion services for children, young people and families. You can find more information on the Markfield website.

What are the school's arrangements for supporting pupils with SEND when they join the school, and supporting them to move to secondary school?

All children and young people with SEND and their families may be particularly anxious about changing class or school. We work with families and our partner organisations to make sure changes are planned and well managed.

Transition guide table:

	Additional arrangements for children with SEN/D(examples)
Into Nursery/Reception	• Swift transfer of records • Home visits • Work with Haringey's Early Years Inclusion Team • Transition meeting with the previous setting • Transition plan created
When moving to another school	• Contact the School SENCO to share information about the support given to the child • Swift transfer of records • Transition meeting with the new setting when possible
When moving groups/forms/classes in school	• Transition meetings held within school with the new class teacher • Work with child to prepare for the next class through transition books, transition program, visual supports and visits to the new classroom
Primary to Secondary Transition	• Swift transfer of records • Transition workshops for the children • SENCO liaises with the Secondary School SENCO • Transition visits when appropriate • Transition meetings for families hosted in-school • Transition meetings for families hosted by external agencies

Who is the SENCO and how do I contact them?

Our SENCO (Ms Amies) is a qualified teacher who has responsibility for SEND and Inclusion. She works closely with the head teacher, senior leadership team (SLT) and governing body as well as all teachers. If you have concerns about your child you should speak to your child's teacher before you speak to the SENCO.

The SENCo will:

- Work with the head teacher, SLT and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching

- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with children's future education providers to ensure both they and their parents are informed about options and a smooth transition is planned
- Work with the head teacher, SLT and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

Contact details:

Email: atheodossiou@ferrylane.haringey.sch.uk
Phone: 0208 801 5233

You can request a meeting with the SENCO by email or phone or in person.