

# Fern House School Special Educational Needs Information Report

Fern House School is part of the Connect Education  
Trust

Our Motto: *Growing Together*



**Fern House  
School**

# How we support children with special educational needs or disabilities

## Our Vision:

At Fern House, we are passionate about creating a nurturing, attachment-aware, safe, environment that supports each and every one of our young people with Social, Emotional and Mental Health, Autism, and neurodiversity . Relationships are at the heart of all we do. Fern House School will empower every child to have a love of learning, the strength to grow and the courage to be brave. Together, we change lives.

Through our trauma-informed approach, we strive to ensure every young person recognises themselves as a learner, irrespective of the journey they may have been on before they reach us. We work with each individual to get to know them well and we help them develop their spiritual, moral, social and cultural education.

Through our bespoke, relevant and progressive curriculum we aim to raise children's' confidence to learn, become successful members of the community and be ready for the future.

At Fern House School, every member of staff shares a responsibility to support children and young people to demonstrate behaviours that enable healthy relationships and full participation in learning activities. We recognise that children and young people have a 'window of tolerance' within which they feel safe, secure and regulated. Our aim is to help our children and young people to widen their window of tolerance through teaching them about the stress-response in the brain and how they can learn to self-regulate through co-regulation with adults. When asked to do something outside of this window they can experience stress and react accordingly.



# How we support children with special educational needs or disabilities

## Our Vision continued

Through our therapeutic approach, our children grow to understand themselves better and increase their self-awareness, becoming more able to manage their emotions and behaviours in a way that will help them. We want our young people to have self-belief and confidence – to understand that they can overcome any adverse life experiences from their past, or any that they face in the future. In partnership with our families, we work tirelessly to ensure every young person progresses and can see an exciting pathway ahead. Through our holistic, engaging and inspiring provision, we help our young people see the opportunities within their grasp as we walk beside them in this part of their journey.

At Fern House we view behaviour as a learning process. It is important for all members of the school community to be self-aware in order to have an integrated sense of self within society. We believe that learning empathy is a key factor in children and young people understanding that others exist and have different experiences to their own. It is **only** through the process of learning self-awareness and developing empathy that a healthy relationship can be formed. We therefore place a high importance on understanding yourself (Me), learning empathy (You) and building positive relationships (Us).

The Connect Education Trust Behaviour For Learning policy reflects the shared values, aims and practices of the trust: To empower children to lead remarkable futures.



# How we ensure that children who need extra help are identified early?

Every child who joins Fern House School has already been identified as having a special educational need and holds an Educational Health Care Plan (EHCP). We continually assess each child to ensure that their needs are being met, or identify reasons why they are not making progress, which may be an indication of additional special needs. All class teachers are supported by our Leadership Team and SENDCo, who collaboratively work together to make regular assessments of progress for all children to identify those making less than expected progress.

Parents have the opportunity to raise any concerns at annual reviews and regular home/school contact.



# How we consult and involve you in your child's education?

We strive to have open and honest relationships with our parents and would hope that you feel confident in talking to us about the support you feel your child requires. If you have a concern about your child's learning, in the first instance contact your child's class teacher; if you still have concerns you can contact our SENDCo.

Similarly, we will always let you know if we feel your child may benefit from additional support and are always keen to involve you in how we move forward as much as we can. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us to ensure your child has the best opportunity to make progress.

At Fern House School we have a designated leader for Parental Engagement, John Emery. John is always willing to go above and beyond to ensure that you feel included in your child's education.

John Emery – Assistant Headteacher, Parental Engagement [John.emery@fernhouseschool.org](mailto:John.emery@fernhouseschool.org)

Claire Heywood - Assistant Headteacher, SENDCo [claire.heywood@fernhouseschool.org](mailto:claire.heywood@fernhouseschool.org)

And

Megan Charlton, Assistant Headteacher, SENDCo (maternity leave until May 2025)

Enfield SEND IASS is an organisation that provides independent advice and support for families – 0208 373 2700 or [enquiries@enfieldparents.org.uk](mailto:enquiries@enfieldparents.org.uk)



# How we consult and involve children in their education?

Children with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of support they would like to help them make the most of their education. This means that every effort will be made to elicit the opinions and desires of children with SEN.

Children may express their opinions in a variety of forms both verbally and non-verbally. It is the policy of this school that we do our best to take these views into account.

Children will be encouraged to participate in the decision-making processes affecting them. They will have an opportunity to share their views about progress towards targets set and the support they would like prior to any meetings to which they will also be invited where appropriate.

In addition, we encourage all children to share their views through the school Pupil Parliament, who meet regularly to discuss questions or queries from all children throughout the school. Pupil Parliament work towards implementing changes suggested by the children at Fern House School.



# How we support your child?

Fern House School removes barriers from learning and promotes equal access to the curriculum. We implement the provision specified in the EHCP and plan the curriculum which is differentiated for children accordingly. We assess the children by using ongoing assessment methods, individual marking and feedback, formal/informal observations and pupil reflection meetings. We use our assessments to review pupil's needs and ensure that they are being met.

At Fern House School we recognise that the learning process is about the quality of relationships and that young people learn better when they have an emotional attachment to the person imparting information, knowledge or who is providing support.

Within each class of up to 12 children, is a key team of adults who support and encourage each pupil to learn and develop in a safe environment. Our highly structured day is adapted to meet the complex, needs of the children who attend our school. We provide our children with integrated breaks throughout the school day which are designed to help them feel calmer and more able to access learning. These breaks also play a vital part in supporting children with sensory development. We are able to offer opportunities for physical development as part of the weekly timetable, which includes outdoor activity.

Each pupil has individualised targets linked to their needs. Children are assessed using these targets weekly. These targets are reviewed and form part of the child's learning and support in class.

Our highly specialist staff are trained using an 'Attachment Aware' approach and they are also trained to use Safer Handling techniques, following 'Price Training' isolation and support.

# How we Support Looked After Children (LAC) with SEN

We are committed to supporting our Looked After Children to fulfill their potential.

Our Assistant Headteacher SENDCo, Megan Charlton, and Assistant Headteacher, Ozlem Onay, are responsible for our Looked After Children. Megan and Ozlem work with teachers to ensure that these children make progress and are receiving the correct support at school.

This is achieved through their Personal Educational Plans (PEPs) which are reviewed regularly to make sure that Looked After Children achieve the best possible, physical, emotional, social and academic outcomes.

If a looked after child is performing below age related expectations and concerns are raised by either the teacher or parent, that the child's needs are not being met, targets and outcomes are decided collaboratively at the PEP meetings to ensure the child receives the best quality of support. This will then be implemented within the school setting and reviewed to ensure progress is being made and that the provision is effective.

# How will you know if your child is making progress?

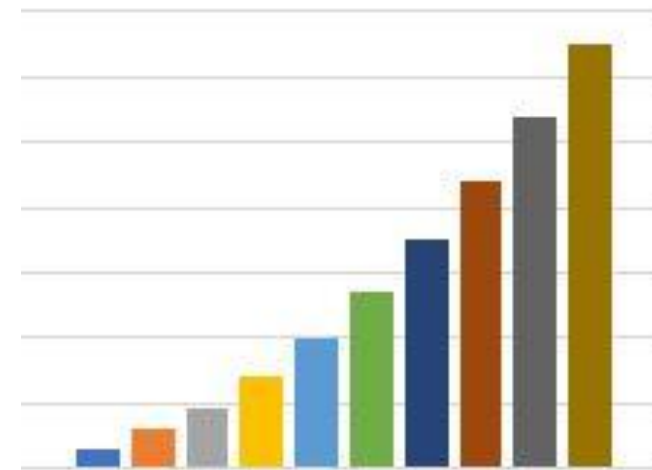
At Fern House School children's progress in learning is usually measured both against national age related expectations and from their starting points. For some children, we may look at further ways to assess smaller steps of progress. Standardised tests and specialist assessments also help us to assess children's progress in their focus areas. Teachers and leaders hold Pupil Progress meetings every half term to monitor progress.

The class teacher will meet parents at least on a termly basis (as part of Parent Consultation Meetings) to discuss your child's needs, support and progress.

Children who are not making expected progress are monitored more regularly. A discussion takes place about those children experiencing difficulties and what further support can be given to aid their progress. This may mean looking for alternative interventions, support materials or asking for further support from outside agencies. Where possible, you and your child will be involved in this process, to develop a good understanding of your child's strengths and difficulties as well as any other concerns. We then jointly agree outcomes for the child and the next steps.

You are also welcome to make an appointment at any time to meet with either the class teacher or SENDCo to discuss how your child is getting on.

Social and emotional progress is measured using the Thrive Approach; a trauma-informed, whole school approach to improving the mental health and wellbeing of children and young people.



# How are parents involved in school life?

We have Parent Consultation Meetings in which parents can offer their comments and opinions in regards to school life at Fern House School and to discuss their children's learning and progress.

We run a Parent Partnership Pod every week which provides a safe space for parents to learn about how to support their child to manage their feelings and deal with difficulties; how to manage their own emotions and responses; to ask questions and discuss worries or queries regarding life at Fern House School. These sessions are led by various members of staff and external agencies.

We take every opportunity to gain feedback from parents through regular parent surveys. These allow parents to voice their views and opinions; as a school we take into consideration the feedback from the parent surveys and where possible we consider this feedback in decisions made within school life at Fern House School.

The school is in regular communication with parents and our leaders are dedicated to ensuring that all parents feel informed and part of our school community.

There are three parent-elected members on our Local Education Committee.

PARENT PARTNERSHIP POD



# How we prepare and support all children when joining the school or transferring to a new school/college?

We endeavour to ensure transitions both within school and between schools are given due consideration and care to ensure that our children feel emotionally prepared for the changes ahead of them. We recognise the impact that transitions can have on children and will endeavour to minimise any potential issues. For children who are new to our school, we will try to get as much information about their needs before they arrive from parents, the previous school and any professionals involved. We will arrange an introductory meeting to allow the parent and pupil to come in to meet their new teachers and they will have an opportunity to discuss any queries to help support a smooth transition to Fern House School. We aim to facilitate a phased transition to help your child to acclimatise to their new surroundings. We would also visit them in their current setting if appropriate.

Similarly, if a child in our care is moving to a new setting, we will make sure that we talk directly to the school/college they are moving to and will share relevant records and information as soon as possible so that everyone is well prepared.

Fern House School is an all-through specialist provision, for both primary and secondary children, so no transition is needed at the end of Key Stage 2 as your child will continue to attend Fern House School in Key Stage 3 and 4. We support the process of implementing transitions plans for Years 9, 10 and 11, these plans help our children figure out what they want to do once they leave Fern House School. We support our Year 11 children during careers meeting, we visit college open days with them and we support them with college application forms. Once our children leave Fern House School, we call their new college and have a follow up conversation to check on their progress.

# How we manage the administration of medicines and personal care?

We have a policy regarding the administration and management of medicines on the school site.

Parents need to contact the school office, if medication is recommended by Health Professionals to be taken during the school day.

The school welfare staff administer medicines. If a child requires medication in school, this will be managed through an individual care plan written by the School nurses in conjunction with parents.

Staff have regular training regarding conditions and medication affecting individual children so that all staff can manage medical situations if the need arises.

If a child requires personal hygiene care this will be managed through an individual care plan.

John Emery - Assistant Headteacher

[office@fernhouseschool.org](mailto:office@fernhouseschool.org)



# How we adapt the curriculum and learning environment?

All children have access to a rich, broad, balanced, bespoke and relevant curriculum. We set high expectations for every pupil and we use appropriate assessments to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned to address potential areas of difficulty and aim to encourage progress.

We make the following adaptations to ensure all children's needs are met:

- Differentiating our curriculum to ensure all children are able to access it.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, work banks etc.
- Adapting our teaching for example giving longer processing times, pre teaching of key vocabulary, reading instructions aloud etc.
- Additional specialist advice is sought when required and, when necessary, accessibility aids and technology may be used to support your child's learning.
- We regularly review our Accessibility Plan to ensure that all children have the fullest access to the curriculum and the school site as possible.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover the same curriculum areas will be provided in school.



## How our resources are allocated and matched to children's special educational needs?

The resources that we allocate and use at Fern House are always determined by our children's need. We seek to maximise the potential of our resources budget so that we have a flexible bank of resources that enhance the educational experiences of all of our children as they move through the school.

The Pupil Parliament meet regularly and are consulted about what resources they feel would be best suited for use in the school.

Class teachers and the SENDCo determine the resources needed for individual children.

## How is the decision made about what type and how much support your child will receive?

The EHCP outlines the type and amount of support each child requires, depending on their needs.

Different children will require different levels and types of support in order to help them make progress and achieve their potential.

# What expertise and training do the staff have?

All members of staff at Fern House School are trained and have experience in the teaching of students with SEMH needs. Through monitoring and evaluating our provision, the SENDCo and members of the Leadership Team identifies any professional development needs of the staff.

We have a art, play and speech & language therapists who provide support. We also have two school dogs, who provide emotional support and comfort for our children. Our therapeutic offer is rich and can be found on our school website.

We also work closely with any external agencies that we feel are relevant to individual children's needs within our school. These may include: GP, School Nurse, Clinical Psychologist, Paediatrician, Speech & Language Therapist, Occupational Therapist, Educational Psychologist, the SWERRL Team, the Child and Adolescent Mental Health Service (CAMHS) and Social Services, including Cheviots Children's Disability Service, and Social Workers, EFNE (Empowering Families and Networks in Enfield).



# How and when do we involve other specialists?

Where a pupil continues to make less than expected progress, despite evidence based support and interventions that are matched to the pupil's area of need and delivered by highly trained staff, the school considers involving specialists. We may involve specialists at any point to advise us on early identification of additional SEN and effective support and interventions. The pupil's parents and carers are involved in decision to involve specialists. The involvement of specialists and what was discussed or agreed is recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support. Where assessment indicates that support from specialist services is required, we aim for the children to receive it as quickly as possible.

The LA's [Local Offer](#) sets out clearly what support is available from different services and how it may be accessed. Our school works closely with the LA to agree the range of local services and clear arrangements for making appropriate requests. Such specialist services include:

- Educational Psychologists; Child and Adolescent Mental Health Services (CAMHS); Specialist teachers or support services, including specialist teachers for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability; Therapists (including Speech and Language Therapists, Occupational Therapists and Physiotherapists); Social Services, including Cheviots Children's Disability Service
- The 'Enfield Local Offer' is available at:  
<https://new.enfield.gov.uk/services/children-and-education/local-offer/>



# How we judge whether the support has had an impact?

We evaluate the effectiveness of provision for children with SEN through careful tracking of data related to academic, social, emotional, wellbeing, and speaking & listening outcomes. The school will consider the views of teaching and non-teaching staff, parents, carers and children. Effective provision would be evidenced by:

- Reviewing children's' individual progress towards their targets each term
- Reviewing progress in all areas of learning, self-esteem and skills levels (Thrive)
- Reviewing and comparing the impact of different interventions
- Using pupil questionnaires
- Pupil progress meetings
- Reviewing the SEND action plan
- Gathering feedback from children, parents, staff, LEC Members, External Visitors and Ofsted inspections
- Holding annual review meetings



# How we help you to support your child's learning?

The class teacher, a specialist teaching assistant, a member of the well-being team or a member of the leadership team can offer advice and practical ways that you can help your child at home.

The class teacher provides regular home / school communication through phone calls and face-face meetings if required.

Each child has targets. These will be reviewed, updated and shared with you on a termly basis.

As each child has a EHCP, a formal meeting will take place annually (or sooner if required) to review your child's progress.

The class teacher will implement the recommendations from external agencies if this is necessary for your child e.g. a speech and language therapy report, will be shared with you so that strategies can be implemented at home and school.

If a class teacher needs to discuss an issue with you, it will be done privately and strategies to support your child will be offered.

We also invite parents to events in school, where we explain how we teach certain areas of the curriculum.



# What support do we offer for behaviour, avoiding exclusion and increasing attendance?

We have a positive approach to behaviour management with a clear Behaviour for Learning policy that is followed by all staff and children. We are an inclusive school and we make every effort to include all children in learning sessions with their class. We also take every opportunity to include children socially at break and lunch times.

Attendance is everyone's responsibility and the attendance of every child is monitored on a daily basis by Charlotte Taylor, Deputy Head. Lateness and absence are recorded and reported to the Leadership Team. The school works closely with the Educational Welfare Officer and support packages are in place for children who do not attend school regularly.

After any serious behaviour incidents we will inform you about what has happened. We would then expect the child to reflect upon their behaviour with you; this helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour. We use a restorative approach to incidents which involves us seeking to repair difficulties between children and adults. This is a really important part of the learning process and we strongly believe it supports anyone who has been affected by an incident.

More information about Attendance and Behaviour can be found on our school website:  
[www.fernhouseschool.org](http://www.fernhouseschool.org)

# How do children contribute their views?

We value and celebrate each child's views on all aspects of school life. This is usually carried out through the school's Pupil Parliament and pupil surveys.

All children are encouraged to be self-reflective during target time and contribute to a discussion about their progress in regards to their Personal Development Targets. They also have a chance to discuss their feelings and their behaviour.

Our Learning Quest curriculum enables children to choose some of what is taught and how it is delivered, thus children take some responsibility for their own learning.

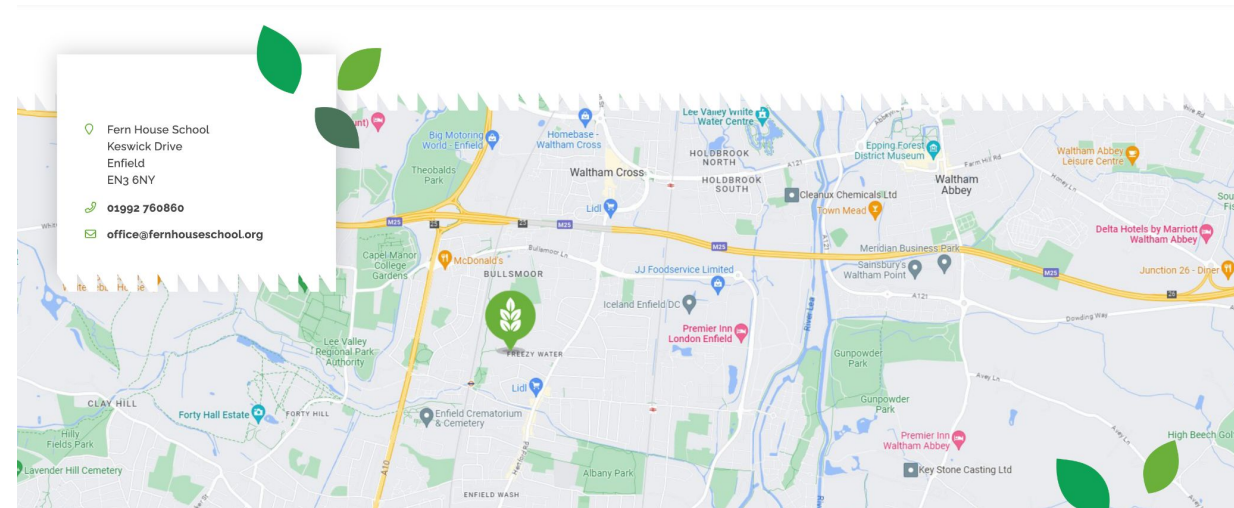
As your child has an EHCP their views will be sought at the annual review stage to express how they are feeling at school.

# How accessible is our school environment?

The ground floor of the main school building is wheelchair accessible. There is one disabled toilet which is large enough to accommodate changing and personal hygiene care as well as showers. There is one lift in the school.

The school building is decorated and maintained to support children who are visually impaired or have sensory needs. Our classroom environments and corridors are low sensory and make use of biophilia so that they are 'SEMH friendly'. This is called an enhanced learning environment.

The school's accessibility plan can be found in the school website in the SEND section with this report and the SEND policy.



# Who to contact if you are considering whether your child should join the school?

- Visit our school website to find out more about Fern House School at:  
<https://www.fernhouseschool.org/>
- Speak with your current school's SENDCo and the Enfield SEN Team
- Attend one of our parent tours, the dates of which are advertised on our school website
- You can also visit the Enfield Local Offer to find out what support you can receive for your child, at :  
<https://new.enfield.gov.uk/services/children-and-education/local-offer/>



# Who can you contact for further information or to discuss a concern?

The first point of contact would be your child's class teacher to share your concerns. You could also arrange to meet with one of the Leaders within the school who can be contacted at: [office@fernhouseschool.org](mailto:office@fernhouseschool.org)

We hope that parents will be pleased with the support and provision for SEN children at Fern House School. However, if parents are unhappy, details of how complaints can be made are in our Complaints Policy, which is available on our school website: <https://www.fernhouseschool.org/>

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Our offer to children with special educational needs and disabilities was reviewed in January 2025.

It will be reviewed again in January 2026.

