

# The Ferndown Upper School – SEND Information Report

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## How does the school know if students need extra help with learning?

Ferndown Upper School is a mainstream school, with high aspirations for all students identified as having SEND in our school. We aim to ensure that:

- Students with learning difficulties are able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community.
- Students with SEND are educated, wherever possible, in an inclusive environment alongside their peers to enable each student to reach his or her full potential.
- We match levels of additional support for learning to the wide variety of individual learning difficulties, while enhancing self-esteem.
- We identify and assess students with SEND as early and as thoroughly as possible using the revised Code of Practice (2014).
- Parents/carers and students are fully involved in the identification and assessment of SEND, and that we strive for close co-operation between all agencies concerned, using an approach that ensures all relevant stakeholders are involved.
- We meet the needs of all students with SEN by offering appropriate and flexible forms of educational provision, by the most efficient use of all available resources.
- We maintain up to date knowledge of current SEN good practice and methodology in order to offer support and training in these areas to all staff in the school.

There are four types of Special Educational Needs and Disabilities (SEND), decided by the Department for Education:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory or physical

If a student has SEND, then their needs will fit into one or more of these categories.

A school's provision for SEND is defined as support which is *additional to or different from* that which is available to all students.

At The Ferndown Upper School, we recognise that students make progress at different rates and not always in a steady linear pattern. Therefore, students are identified as having SEND in a variety of ways, including the following:

- Liaison with feeder/previous school
- The student performing significantly below expected levels
- Concerns raised by parent/carer
- Concerns raised by teacher
- Liaison with external agencies, e.g. physical health diagnosis from paediatrician

If a student is identified as having SEND then their name will be added to the provision register, but we recognise that students' needs may change over time and provision must reflect this. The aim of any additional provision is for the student to achieve age expectations in the area of need they have, so once they reach this threshold they may be removed from the School Provision Register. If they fall behind again at any point, then they may be added to the register again.

## What should I do if I think my young person has special educational needs?

Your main point of contact at school should always be your child's tutor or subject teacher. You can start by contacting the tutor, who will be able to discuss your concerns. If you need to speak with other staff members, such as Pastoral Managers, Heads of Year or the Special Educational Needs Co-ordinator (SENDCO), Leadership Team then the tutor will be able to help you arrange this.

## How will school support my young person?

Subject teachers are responsible for the progress of students in their lessons. They are trained to teach children with all types of additional learning requirements and are responsible for making the curriculum accessible to all students through appropriate and effective differentiation.

The Special Educational Needs Co-ordinator is responsible for ensuring that:

- Teachers understand a student's needs
- Teachers are trained in meeting those needs
- Teachers have support in planning to meet a student's needs and Provision across the school is efficiently managed.

Sometimes, some students require additional support to make progress across the curriculum, because they are significantly below the expectations for their age. Then, the Special Educational Needs Co-ordinator and the SEN team is responsible for organising intervention for an individual or small group of students, which might include one of these provisions, for example:

- **Additional adult support in the classroom** – each faculty have Teaching Assistants (TAs) who support the teacher in helping the learning of whole classes; the Special Educational Needs Co-ordinator also is able to direct a limited amount of 'hours' of additional adult support in the classroom, in cases where there is evidence that students are significantly below the expectations for their age
- **Withdrawal sessions** – when students come out of some lessons / tutor time for prearranged sessions with teachers or TAs on, for example, practice with assistive technology, core subject intervention, academic mentoring, ELSA, literacy, numeracy, study skills, organisation skills, social skills, etc.

- **Disapplication** – if long-term intervention is needed, a student can sometimes be disappplied from a subject on the national curriculum, in order to allow time for intensive support with learning

## Home Learning. (Homework)

The home learning (homework) set by teachers is an integral part of students' learning and can contribute directly to how well a student makes progress. Home learning consolidates and builds on the learning in lessons, ensuring that students fully understand concepts and apply skills they have learnt. It may also be used to 'pre-learn' content for the lessons ahead. The school expects parents to engage with their young person's home learning, so that students can see the high value their parents place on working as part of a home-school partnership. This provides essential support for teachers and means no opportunity is lost for supporting every student's learning.

## Who will explain provision to me?

- Information about the provision in individual subjects can be discussed with Subject teachers or Directors of Learning. There is an annual opportunity for this at parents' evening, but teachers can meet with parents/carers at any point in the school year to discuss students' progress. Teachers are accessible by e-mail or phone.
- In the case of individual or small group interventions, the Special Educational Needs Coordinator, Deputy Head, Assistant Head Teacher, Head of Year, will aim to contact parents/carers explaining the aims of the intervention. Phone-calls, emails will be used to keep parents/carers updated on their young person's progress and discuss support in more detail, if required.

## How are the school Governors involved and what are their responsibilities?

- The Deputy Headteacher reports to the governors termly to inform them about the progress of students with SEND; this report does not refer to individual students and confidentiality is maintained at all times.
- One of the governors is responsible for SEND and meets with the Special Educational Needs Co-ordinator. This 'SEND link governor' also reports to the governing committees, to keep all the governors informed.

## How will the curriculum be matched to my young person's needs? What are the school's approaches to differentiation and how will that help my child?

Subject teachers are responsible for planning lessons that are accessible to and differentiated for every student. In most curriculum areas students are grouped by levels of attainment, whilst other curriculum areas are taught in mixed attainment groups. Students are entitled to participate in all areas of the curriculum and it is the subject teacher's role to provide high quality teaching and learning. This can mean teachers plan:

- multi-sensory learning

- Small group or 1-1 learning with an TA
- Pre-teaching content or vocabulary
- Over-learning topics
- To set alternative activities for home learning
- To provide specially targeted texts and resources appropriate for students' reading ages
- To provide additional apparatus or materials
- To adapt and adjust resources and materials to make them accessible for students with specific learning difficulties

In Year 9 students choose from a range of GCSE courses that they will study in years 10 and 11, which help to prepare them for the next steps in their education, be that sixth form, college, apprenticeships or work. Students and parents/carers are offered advice and careers guidance at the appropriate time to help make these important decisions.

For students with SEND, there is a Learning Support Centre Homework Club available to students, Tuesday, Wednesday and Thursday from 2.45pm to 3.45pm where students can seek help from TAs, so that students can receive more targeted help and staff can differentiate materials to support the student in accessing the curriculum. This club is by invitation only and parents/carers can contact the Special Educational Needs Co-ordinator for more information about this.

## **How will I know how my young person is doing and how will you help me to support their learning? What opportunities will there be for me to discuss their progress?**

We offer an open door policy where parents/carers are welcome any time to make an appointment to meet with either a subject teacher or tutor or any other teacher, and discuss how their young person is progressing. Parents/carers can contact staff members directly by email or through the school office: [school@fernup.dorset.sch.uk](mailto:school@fernup.dorset.sch.uk) or 01202 871243.

Planned arrangements for communicating between school and home include:

- Each year group has at least one parents' evening each year, when all subject teachers are available to meet with parents/carers and discuss progress and learning
- Each year group has a monitoring programme. This includes a termly report on the progress students are making that detail attainment levels, attitude to learning scores and progress towards targets. These are sent home to parents/carers and provide a basis for discussion about progress in different subject areas
- If your young person has an Education, Health and Care Plan (EHCP), then there are legal requirements for at least one formal meeting each year (the Annual Review) organised by the Special Educational Needs Co-ordinator and attended by parents/carers, teachers and outside agencies involved in the student's education.

## **How does the school know how well my young person is doing?**

Teachers, as part of their professional standards, monitor and review all students' progress throughout the year. The whole school system at The Ferndown Upper School includes:

- Regular data collection from all teachers showing the current level of attainment of all the students they teach. This means that teachers and academic leaders in each subject area can track the progress of students across the school year and intervene if students experience difficulties.
- In the case of intervention programmes, progress is reviewed every half term, which might include testing or screening. These programmes are reviewed by the Special Educational Needs Co-ordinator and the SEN team, who use the information to plan and design the next half term's academic mentoring /intervention programme.
- In-class additional support is reviewed throughout the year at the Learning Support Team department meetings. TAs and teachers work together on a day-to-day basis, planning and reviewing lessons.
- Teachers and TAs are observed as part of the school appraisal system; the deployment of additional adults in the classroom and the progress of students with additional learning requirements are part of the Teacher Standards, against which the quality of teaching is measured.
- The Senior Leadership Team is responsible for whole school data and tracks the school's progress against national standards. This provides guidance for academic leaders when planning the curriculum and additional support for students.
- At the start of Y9 and in each year, students are screened for reading and spelling ages. Cognitive ability tests (CATs) are administered in Year 9. This allows us to identify when students may need further support, intervention, or additional assessment to detect any underlying difficulties.
- The school reward system provides parents/carers with information about how well a student is engaging with the learning opportunities on offer, and provides year/pastoral staff with evidence for how well a student is learning at school.

## **What support will there be for my young person's overall well-being?**

### **What is the pastoral, medical and social support available in the school?**

The Ferndown Upper School operates a year based tutor group. There is a House System, which means that students have opportunities to participate in activities across year groups. This encourages community cohesion, communication across age groups and opportunities for leadership. This system also means that students are able to share their experiences and provide support for students experiencing the same changes and transitions that they have already faced. Tutors are the main point of contact for parents/carers about their young person's pastoral and social wellbeing.

We have 1 ELSA (Emotional Literacy Support Assistant) who has been trained by and receive regular supervision support from Dorset Educational Psychology Service. The Pastoral Support Team and the

Special Educational Needs Co-ordinator arranges this provision. Pastoral leaders can request this support for their students. The areas of emotional difficulties that ELSAs provide for are: specified social skills; friendships and relationships; anger management; loss and change; self-organisation.

Students who struggle with social situations are provided with a choice of quiet spaces to go to during lunchtimes, break times and before school, where they are supported to manage unstructured social time.

If a student is unwell during the school day, then they will be sent to the Medical Office, where they can see a member of the Pastoral Team. If the student is too ill to stay at school, their parent/carer will be contacted and asked to make arrangements for collecting them as soon as possible. A member of the Pastoral Team will decide if the student is well enough to stay at school or not.

In a medical emergency, the Student Medical Officer/Member of the Pastoral Team will attend urgently, or may call for an ambulance if the student requires hospitalisation. Staff are trained on administering Epi-Pens for anaphylactic shock, and students who have severe allergies or other significant health/medical needs are flagged-up to all staff throughout the school year and updates are given when communicated by parents or agencies.

In the case of severe medical conditions that need to be managed or in the event of significant health needs the School Medical Officer/ Member of the Pastoral will invite parents in to devise a medical Health Care Plan with the School Nurse.

### **How does the school manage the administration of medicines?**

Medicines for students are managed by the school Nurse. If a student requires medicine during the school day, the following procedures must be followed:

- All medicines must be given in person to the school Nurse-by a parent/carer
- The student's name and date of birth are recorded alongside the date, time, name of medicine, and dosage. The medicine needs to be in the original packaging, stipulating the students name.
- Depending on how the medicine needs to be stored, it will be kept in either a locked cupboard or a fridge in the Medical Room
- To take their medicine, the student must go the Medical Room, where the dose will be administered by the school Nurse.
- Each time the medicine is administered, the time, date and dosage is recorded.

### **What support is there for behaviour, avoiding exclusion and increasing attendance?**

The school has a reward system based on house points. Students receive rewards for a number of reasons and this is monitored by the student's tutor and Pastoral Team

There are consequences for poor behaviour, which are outlined in the school behaviour policy. Students can receive sanctions such as detention, isolations or fixed term exclusions.

However, if a student is falling significantly behind their peers, and their behaviour is affecting their learning or the learning of others, then additional support may be provided.

- The Pastoral Team help parents/carers manage their young person's attendance at school and can support with outside agencies coming into school.
- The Pastoral Team work with a number of agencies with regard to attendance; they oversee legal action against parents/carers whose young person's do not attend school; and, to help liaise with outside agencies who can support families in difficult situations.
- The Year Teams work with students when their learning is affected by their behaviour, attendance or by factors outside of school; providing emotional support, sign-posting to sources of guidance and advice, liaising with external agencies, overseeing education plans and arranging workshops/lessons about emotional, social and mental health.
- The Pastoral Team work with students whose behaviour is affecting the learning of other students, to help them develop skills for understanding and managing their emotional, social and mental health for supporting learning at school; by providing education plans and arranging workshops/lessons.
- The Pastoral Team work to gather information about students and behavioural incidents that helps us understand the causes and factors involved. Pastoral Leaders, Senior Leaders and Year Teams use the information to plan interventions, design workshops or lessons, and to decide on sanctions for rule-breaking.

## **How will my young person be able to contribute their views?**

Students' views are highly valued at the school and their opinions are sought on many areas of school life, as well as their own learning. We use a variety of methods for seeking student views:

- The school has an active Student Council, where students are elected each year to represent their peers in their forms / houses. The student council consults on whole school plans, leads on charity activities at school and is able to express student views to senior leaders throughout the school year.
- Senior Leaders interview groups of students from across the school.
- Student's regularly form a part of the school's interview process for new members of staff.
- There is an annual pupil questionnaire where we actively seek the viewpoints of students on a range of topics. The results of this questionnaire are used by the Senior Leadership Team to develop the whole school improvement plan.
- If a student takes part in an intervention programme, then they will contribute their views to the review of progress.
- If your young person has an EHCP, their views will be sought before any review meetings.

## **What specialist services and expertise are available at or accessed by the school?**

The Deputy Head Teacher and the Special Educational Needs Co-ordinator liaises with many specialist services and outside experts, to ensure provision for our students is appropriate and meets all needs. The school works closely with any external agencies that are relevant to individual students' needs, including:

- Health – GPs, school nurse, clinical psychologists and psychiatrists (CAMHS), paediatricians, speech & language therapists, occupational therapists
- Social services – locality teams, social workers, child protection teams, family intervention programmes
- Dorset Educational Psychology Service, Dorset Inspectorate and Advisory Service : Specialist Teacher Advisors – hearing and visual impairment, physical disabilities, communication and language, SEND team.

## **What SEND training have the staff had or are currently having?**

SEND training is an on-going rolling programme of professional development for our staff, throughout the school year.

- We have an ELSA (Emotional Literacy Support Assistant) who has been trained by and receive regular support from Dorset Educational Psychology Service.
- TAs receive training in specific areas, for example Speech, Language and Communication Needs and Assistive Technology.
- The SENDCO holds the NASENCO qualification and regularly participates in ongoing training and professional development.
- All staff are trained each year on the needs of new students joining the school – this can include training from specialist agencies or consultants, as well as from the Special Educational Needs Co-ordinator or other staff with relevant expertise.
- SEND training forms part of the continuing professional development of all teachers and TAs and is organised in accordance with the needs of the students.
- The school works closely with other local schools, especially our feeder middle schools, sharing training opportunities including INSET days and outside experts. Opportunities to develop this aspect of local expertise are actively sought throughout the school year.
- Link staff from across the curriculum, led by the Deputy Head, meet throughout the year to review and plan the training, guidance and advice that staff across the school need to ensure they meet the additional learning requirements of our students.
- All staff at the school are trained in Child Protection, with updates at Induction and INSET days.

## **How will my child be included in activities outside the classroom including school trips?**

All students are entitled to be included in all parts of the school curriculum and we aim for all students to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. This may include specialist advice where relevant. In the unlikely event that it is considered unsafe for a student to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

## **How accessible is the school environment?**

- The school site is vast and very open with buildings set out over two floors, which means there are many steps and two lifts.
- The ground floors of all buildings are accessible for wheelchair users or those with impaired mobility.
- The site has disabled toilets large enough to accommodate changing.
- There are 4 car parking areas on site – The car parks outside Reception, have parking bays for disabled badge holders, marked clearly in yellow paint.

## **How will the school prepare and support my young person when joining the school and transferring to a new school?**

Our goal is to make sure our new students feel like they belong at The Ferndown Upper School before they officially arrive. Learning is most effective when students feel they belong and are comfortable in the school environment.

### **Years 9 to year 11**

- Through the school's Transition Scheme, careful transition is planned and arranged. The Pastoral Team / Year Team and the Special Educational Needs Co-ordinator work closely with feeder schools to organise activities, additional visits and an experience of secondary school for those students who are especially vulnerable at transition.
- All students in Year 8 who have accepted a place at The Ferndown Upper School for Year 9 are invited to an intake day in July. This day provides a taste of secondary school life, involve experience of lessons, information about how the school runs and provide an opportunity for students to meet their new classmates. Some selected students are invited to further days at the school during the Summer Term, as determined by the students needs.
- Parents/carers are invited to an 'Introduction Evening' to meet key members of the pastoral team and to receive information about the organisation of the school.

- The Pastoral Team visit feeder middle schools to meet students, gather information from year 8 teachers and support staff and to offer informal 'question and answer' sessions for parents/carers.
- A sensory blazer is available for students with specific needs. Students with sensory needs are able to purchase an alternate blazer, where the lining is adjusted to an alternate dark material to meet the needs of the young person. We expect all our students to be in our school uniform with this reasonable adjustment.
- The Ferndown Upper School teachers are provided with information about all new students' needs, strengths and backgrounds.
- The Deputy Head Teacher, along with the Pastoral / Year Team, allocates Year 8 students to tutor groups according to advice from the feeder school.
- Every student's school file is passed on to the Pastoral Leader (or, in the case of students with SEND, the Special Educational Needs Co-ordinator) at the start of Year 9.
- During the first half term, parents of Year 9 students are invited in to meet with the student's tutor.
- The school arranges regular transition groups and visits for vulnerable Year 8 students to get to know the school site, meet staff with whom they will work and learn about how the school is organised. These are designed each year to meet the students' needs, but typically involve: student tours and informal meetings for students and parents. (Parents/carers can contact their young person's middle school for more information about this programme).
- For KS4, students choose from a range of GCSEs which help to prepare them for the next steps in their education, be that sixth form, college, apprenticeships or work. Students and parents/carers are offered advice and careers guidance at the appropriate time to help make these important decisions.
- Students who receive school support have additional advice and guidance throughout the options process.
- If a student has an EHCP they will receive additional support and guidance from the Ansbury as part of their Annual Review process.
- There are opportunities for some students with SEND to visit local colleges during Years 10 and 11 to discuss courses and to have additional transition visits.

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## Years 12-13

- The school arranges visits to open days to Bournemouth University, who arrange education fairs for all students.
- Students are encouraged to consider attending university in the future and the school works with higher education establishments to provide experiences for students to inspire the ambition to pursue this route.

- All students in the sixth form are offered careers advice to help them plan possible routes for training or education.
- Students with an EHCP who are moving on to further education are supported by the county's Youth Support Services
- The Sixth Form Team and Careers Team liaise with local colleges about individual students with SEND. This liaison is arranged in accordance with the student's needs, which can include: extra visits or tours; an opportunity to 'shadow' a university student; meetings with college/ university support staff; or, guidance and advice on meeting the student's needs for university/college staff.
- All information relating to a student's Access Arrangements and required differentiation is passed on to college or training provider when college places have been confirmed.

### **Joining mid-year**

- All students admitted to the school after the start of the academic year are screened on entry to identify any areas of need and to provide information to staff about the student's learning
- A student 'buddy' is chosen to support the new student for the first few days of being at The Ferndown Upper School. The buddy takes the new student to lessons and introduces them to other students, answers questions and informs pastoral staff how well the new student is settling in to school
- Contact is always made with the previous school to ensure the transfer of information and the child's school file.

### **Moving to another school**

- Contact is always made with the new school to ensure the transfer of information and the students school file.

## **How are the school's resources allocated and matched to student's needs?**

We ensure that all students with SEND have their needs met to the best of the school's ability, within the funds available.

The budget is allocated on a needs basis. The students who have the most complex needs are given the most support.

Provision for students requiring additional support is allocated by the careful assessment of how funding can be used to maximise support.

## **How is the decision made about what type and how much support my young person will receive?**

Our provision is arranged to meet our students' needs, within the resources available. This approach reflects the fact that different students require different levels of support in order to achieve age expected attainment.

The Pastoral / Year Team and the Special Educational Needs Co-ordinator consult with subject teachers, academic leaders and pastoral leaders, as well as with support staff, to discuss the student's needs and what support would be appropriate.

There are always on-going discussions with parents/carers for any student who requires additional support for their learning.

## How do we know if it has had an impact?

- We see evidence that the student is making progress academically against national/age expected levels and that the gap is narrowing – they are catching up to their peers or expected age levels - all information is recorded on Bromcom.
- The student is achieving or exceeding their expected levels of progress
- Verbal feedback from the teacher, parent and student
- Formal or informal observations of the student at school
- Students may move off the SEND provision register when they have 'caught up' or made sufficient progress.
- The assessments for specific interventions show progress against targeted measures.

## Who can I contact for further information?

- A parent/carer's first point of contact should be the young person's tutor to share concerns
- Parents/carers can also arrange to meet the relevant member of the SENDCO team [SENDCO@fernup.dorset.sch.uk](mailto:SENDCO@fernup.dorset.sch.uk) or 01202 871243

Additionally, the school liaises with and can refer parents/carers to the following agencies for information and support:

- Parent Partnership, offering independent, free advice for parents of children with SEND: [www.dorset.gov.uk/parentpartnership](http://www.dorset.gov.uk/parentpartnership)
- IPSEA (Independent Parental Special Education Advice): [www.ipsea.org.uk](http://www.ipsea.org.uk)
- The National Autistic Society Dorset Branch: <http://www.dorsetnas.org.uk/>
- Parent Voice: <http://www3.dorset.gov.uk/parentvoice>
- Dorset Inspectorate and Advisory Service Communication and Language team: <http://www.dorsetgov.uk/childrens-services/specialneeds/teacheradvisers/communication-and-language.htm>
- Dorset Educational Psychology Service, which includes an advice phone line and bookable consultations for parents/carers and school staff: <http://www.dorset.gov.uk/servicesforschools/education-psychology.htm>
- Speech and Language Therapy service: [http://www.dorsethospitals.nhs.uk/ourservices/a-z-departmentsandspecialities/s/speech-and-language-therapy\(paediatric\).aspx](http://www.dorsethospitals.nhs.uk/ourservices/a-z-departmentsandspecialities/s/speech-and-language-therapy(paediatric).aspx)

- School nurse team: <http://www.dorsethospitals.nhs.uk/schoolnursing>
- Dorset Young Carers
- Youth in Dorset
- Dorset Community Support Officers:  
<http://www.wdsp.co.uk/communitysafety/antisocial-behaviour/communitysafetypatrolling-officers/police-community-supportofficers/>
- NDCS, National Deaf Children's Society: <http://www.ndcs.org.uk/>
- CAMHS, Child and Adolescent Mental Health Service:  
<http://www.dorset.gov.uk/childrensservices/childrenandyoungpeople/childmentalhealth/ehcypf/ehcypf-camhs.htm>
- Occupational Therapists:  
<http://www.dorsetgov.uk/adultservices/aboutas/structure/ot/ot-direct.htm>
- Physiotherapists:  
<http://www.dorset.nhs.uk/pageservice.asp?fldArea=16&fldMenu=0&fldSubMenu=0&fldKey=719>
- County SEN Team: <http://www.dorset.gov.uk/sen> or through [dorsetforyou.gov.uk](http://dorsetforyou.gov.uk)

## **Who should I contact if I am considering whether my young person should join the school?**

- Contact the school admin office to arrange to meet a member of the Senior Leadership Team, the Deputy Headteacher or SENCO : [SENDCO@fernup.dorset.sch.uk](mailto:SENDCO@fernup.dorset.sch.uk) or 01202 871243.

*The information in this School Offer was put together following consultation with parent/carers, students, staff and colleagues of the Ferndown Upper School.*