



SEND Information Report for Parents

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List of Abbreviations

CAMHS – Child and Adolescent Mental Health Services

DSL – Designated Safeguarding Lead

EHCP – Education, Health, Care Plan

ELSA – Emotional Literacy Support Assistant

EP – Educational Psychologist

IEP – Individual Education Plan

LO – Local Offer

OT – Occupational Therapy

QFT - Quality First Teaching

SALT – Speech and Language Therapy

SEND – Special Educational Needs and Disability

SENDCo – Special Educational Needs and Disability Co-ordinator

TPA – Transition Partnership Agreement

MHST – Mental Health Support Team

This report should be read in conjunction with the school's Special Educational Needs & Disability policy.

At North Farnborough Infant School, we want to instil a love of learning in our pupils whilst creating happy, confident and aspirational children who are well prepared to be good citizens of any community they join.

All local authorities are required to set out and publish a local offer. This explains how they will work with parents, schools and other services. This will encourage a more joined up process for delivering services for children with Special Educational Needs and Disabilities (SEND). It also aims to make the system less stressful for families by giving them information about the services and expertise locally and so increases their choice. As part of that local offer, schools are required to produce a SEND Information Report to help give parents information about how their school supports children with SEND. This information will help parents, carers and young people to understand how we manage Special Educational Needs and Disabilities (SEND) in our school. It reinforces the aims of North Farnborough Infant School, valuing all children and staff equally and as individuals.

The SENDCo is, Ms Stephanie Charman who can be contacted at the school on 01252 544606 or by email on adminoffice@nfis.hants.sch.uk

Special Educational Needs and Disabilities (SEND) at North Farnborough Infant School

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that: "A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age and/or
- Has a special educational provision, which means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England and/or
- Has a Disability: Many children and young people who have SEND may have a disability under the Equality Act 2010- that is '...a physical or mental impairment which has a long term substantial adverse effect on their ability to carry out normal day to day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

North Farnborough Infant School is a mainstream school, where all children are valued equally. Every child is entitled to a creative, broad and differentiated curriculum, which enables all children to discover an enthusiasm and joy for learning with high aspirations for progression and achievement. At North Farnborough Infant School, we have taught children with a range of additional needs, including speech and language needs, learning and cognition needs, visual impairment, hearing impairment, social, emotional and behavioural needs, physical disabilities and needs on the Autistic Spectrum. We have also supported children with a range of medical needs.

How does the school identify children/young people with special educational needs and disabilities?

At North Farnborough Infant School, we follow current legislative policies regarding SEND and our own school policy agreed by our governing body. We believe in early identification to inform us of any learning difficulties. To support the teachers in this early identification we continuously assess and monitor children's progress against the National Curriculum Age Related Expectations and the age bands/ Early Learning Goals in the Foundation Stage. We have pupil progress meetings to discuss each child individually in relation to their progress. During these meetings, class teachers and senior leaders will discuss barriers to learning and the provision that is necessary to overcome them. We also use screening tests (for example Language Link) to identify any specific difficulties and take information provided from parents, pre-school/ previous settings and outside agency reports to ensure we provide the right provision for each individual child. This can trigger the need for additional support or for an intervention.

The need for additional support may also be prompted by a child, despite receiving differentiated learning opportunities:

- making little or no progress, even when teaching approaches are targeted particularly in a child's identified area of need.
- showing signs of difficulty in developing literacy or mathematics skills, which result in poor attainment in some curriculum areas.
- presenting persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- having sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.

The provision will be personalised according to the individual needs. This may be through support from a learning support assistant, access to interventions or a differentiated curriculum.

What should I do if I think my child has SEND and who is responsible for the Special Educational Needs Provision in school?

We strongly believe in working closely with parents/carers and children. Parents/carers are able to provide invaluable knowledge, understanding and experience to the shared view of their child's needs and the best way to support them. If any parents/ carers have any concerns about their child's development and progress, we encourage them to come in and meet us. Parents/ carers should contact the class teacher in the first instance and if necessary, a meeting with the Special Educational Needs and Disability Coordinator (SENDCo) will be arranged. Alternatively, parents/ carers can make an appointment via the school office to speak directly to the SENDCo.

Individual class teachers also share responsibility for planning the provision for children with SEND and the Governing Body has a named SEND governor for monitoring the provision in school. This Governor is contactable via the school office. When an identified child has SEND, following a meeting between the SENDCO, class teacher and parents, they will go onto our SEND register. They will have an Individual Education Plan (IEP) which provides

information on the child's targets and actions. It is created, monitored and reviewed by the class teacher, parent/carer, child and SENDCo.

How do we assess and support children with SEND?

At the earliest stage, the teacher has identified a low-level need in a specific area. Sometimes we would describe a child at this stage as needing a 'little extra support'. The child will receive support and monitoring within normal classroom activities. As a school we have created a North Farnborough Infant School Quality First Teaching (QFT) document. This highlights adaptations and strategies that can be used in class to support children in their learning.

Your child's teacher may ask you to come in at an early stage to discuss your child's progress and any concerns. The teachers will discuss the area of need and the strategies that have been put into place. The teacher will explain what happens in school and is likely to offer suggestions as to how you can help at home. If your child makes progress because of this targeted teaching, it may mean that there is no need for additional support.

If your child is not making the expected progress, or the area of need becomes greater, then the teacher may discuss the next step with the SENDCo. After this discussion, it may be decided that the child will receive 'additional support' for a period, usually a few weeks. After this time, we should hope to see the impact of the 'additional support' and this will be monitored through a provision map.

Children who are experiencing significant and on-going difficulties with one or more areas of their education (despite the 'additional support' given above), will move onto this stage of support known as SEND Support. Here, the teacher will meet with the SENDCo, having filled out a 'Cause for Concern' form, noting what strategies and adaptations they have already made to the classroom environment or to support the child with their learning in class; and how long these editions have been in place. After meeting with the SENDCo, your child may be added to the SEND register. If this happens an Individual Education Plan (an IEP) will be drawn up for the child in collaboration with you as the parent and the teacher.

If your child requires an IEP, the teacher will ask you to come in and discuss this with you. Together, you will discuss the child's achievements and the teacher can advise you on the targets that we believe as a school will develop your child's progress. Where appropriate, the child will also be part of this process and can add to the IEP. When we come to review these IEPs and specific targets, you and your child will be a part of this process. Reviews will happen when all parties feel that targets have been met or need alterations.

If your child makes progress, monitoring and assessment will continue to develop the child in their next steps. Some children may be removed from the SEND register, if they no longer require the high level of support, however, the monitoring and assessment continues within class as part of the teacher's teaching and learning.

If your child is continuing to have difficulties and they would benefit from specialist support and advice, a referral can be made by the school in consultation with parents/carers and the SENDCo. A child who is still not making expected progress, despite having an IEP and SEND

support, may require further specialist support from an external agency, e.g. an Educational Psychologist/ Child and Adolescent Mental Health Services (CAMHS) etc. At this stage, you alongside the SENDCo and teachers will come and discuss the type of specialist support your child requires.

In a few circumstances, a child's needs may be complex and on-going and they may require the assistance and guidance of the local authority to assess their needs in the form of an Education and Health Care Plan.

What are our arrangements for consulting with parents of children with SEND and involving them in their children's education?

- Our SENDCo is happy to meet with any parents and meetings can be organised with parents and the class teacher to discuss a child's progress, challenges and next steps.
- Any child with an IEP will have review meetings, with parents invited to meet with the class teacher and if necessary, the SENDCo to discuss their child's progress through the graduated approach (assess, plan, do, and review).
- Annual Review meetings take place for each child with an Education, Health and Care Plan (EHCP).
- Parents invited to attend meetings with outside agencies/ professionals such as Speech and Language Therapists, Educational Psychologists, Occupational Therapists and Specialist Teachers will be invited by letter from the school.
- We have an open-door policy, which allows parents to have informal discussions with class teachers at the beginning and at the end of each day. If further time is needed, then another scheduled meeting can take place with the SENDCo present as well.
- We use phone conversations as a way to keep in contact with parents and welcome parents to do the same.
- We use class emails as a way for teachers and parents to share communication.

Parents are encouraged to take an active part in their child's learning. The support you can offer could be:

- Regular reading/phonics practise
- Complete weekly-differentiated home learning tasks that are set.
- Practise spelling of the common exception words.
- Support and follow the relevant actions on your child's Individual Education Plan (IEP)
- Positive engagement with professionals if involved

What arrangements are there for consulting with children who have Special Educational Needs?

- Children, where appropriate have the opportunity to talk through and contribute to their Individual Education Plans (IEPs) on an on-going basis and at the review stage.
- For those children with an EHCP, they complete a 'My View' form prior to an annual review.

- One-page profiles – this is a document created with children, parents and teachers that is written from the child’s perspective and gives strategies on how to support in school.
- ELSA (Emotional Literacy Support Assistant), this programme allows children the time to discuss their thoughts and feelings.

What arrangements are there for reviewing the child’s progress?

On daily basis teachers consistently review children’s progress. Children, who are at SEND support and have an IEP, have their targets reviewed termly or when appropriate. This is a process that happens with parents. Teachers share information of the intervention strategies used with any child and invite parents/carers to discuss any issues or concerns informally with the teacher/SENDSCO at any time. Parents Evenings also allow a time for parents and teachers to review a child’s progress. These take place in the autumn and spring term, with an end of year report being sent home in the summer term.

How do we support children moving between phases of education and transferring settings or school?

Pre-school to Foundation Stage

- Extra school tours
- Liaison with pre-school SENDCos/Health Visiting Team/Preschool speech and language team
- Planned transition visits to the school
- Photo books and extra visits to school/to preschool settings used if necessary.
- Stay and Play sessions
- Transition Partnership Agreements (TPAs) if needed and appropriate

Foundation to Key Stage One

- Transition visits and transition sessions planned to allow children to discuss their worries, concerns and excitement.
- Transition Partnership Agreements (TPAs) if needed and appropriate
- One to one sessions with new teacher if needed
- Moving up days
- Joint moderation and hand over meetings
- Personalised books to support the child
- Photo books – this may include photos of the new staff members and new classroom
- If the child is under an outside agency, the receiving teachers will attend meetings in the summer term.

Key Stage One to Key Stage Two

- Liaison between SENDCos/ Class teachers in planned transition meetings
- Paperwork to be sent separately to school SENDCo
- Transition Partnership Agreements (TPAs) where necessary

- Transition Visits (For some children we may arrange multiple visits, or accompanied visits and if appropriate parents accompanying child)
- Junior school teacher visits to the school to meet children
- Personalised books to support the child
- Photo books – this may include photos of the new staff members and new classroom Children moving between schools
- If children are from out of county and are coming to Hampshire - an EHCP to be written in county format if needed
- Meeting/s with the parent and child
- Staff to share good practice and strategies with the new school

We believe in preparing all children for adulthood and developing their confidence and independence throughout their journey with us.

What is our approach to teaching children with Special Educational Needs and Disabilities?

We believe every teacher is a teacher of every child, including those with SEND. There are many ways that we may support your child according to their individual need. Through pupil progress meetings, professional discussions and communication with parents and staff, we assess, plan and put into place support and interventions needed for the individual child. These are then reviewed to evaluate the impact and next steps. When looking at meeting the needs of all children, we use the following approach:

- High quality inclusive teaching – needs being met in the classroom environment
- Individual and/or group support focussing on a particular need for a short period recorded in a provision map
- SEND Support - specific individualised learning targets for the child to meet their learning needs. Outside agencies may be involved at this stage.

How are adaptations made to the curriculum and the learning environment of children with Special Educational Needs and Disabilities?

Through the above approaches and the school's QFT document; the curriculum is adaptable to meet the learning need of an individual. This may be through a differentiated teaching and learning style or through adaptation made to the environment. A teacher will also take into account teacher assessment, information from school staff, advice from outside agencies as well as the SENDCo.

Resources and equipment will vary for each child and consideration for any resources and equipment comes from recommendations from specialist services.

Accessibility of the school environment

The environment will be adapted where necessary having taken advice from appropriate agencies so that all children can access all (as much as is physically possible) of the broad and balanced curriculum that we deliver. The school is two Victorian buildings joined by a modern hall and library; there are parts of the building that are not accessible for pupils with mobility difficulties including upstairs classrooms. Where necessary, arrangements to

move year groups around to accommodate any mobility issues may take place. The school will aim to plan for any recommendations of modifications. The school has an accessibility plan, reviewed by governors in line with the monitoring cycle. Recommendations from outside agencies to suit individual needs have happened to adapt and improve our auditory and visual environment.

There is an accessible toilet in the Year 1 bathroom. In addition, there is one disabled parking bay in the school car park and a system where parents can request to use the school car park if their child needs easier access to the school building.

What expertise and training do staff supporting children with Special Educational needs and disabilities have, including how specialist advice is secured?

As a school, we believe that all staff members are teachers of children with SEND and so we provide staff with training as part of their Professional Development.

When there are appropriate Transition Partnership Agreements (TPAs), the school liaises with parents and local pre-schools to determine provision needed for each child and any training gaps. If a child enters our school with a need that we have not previously supported, additional training as well as transition meetings with specialist advisory teachers and parents/carers takes place. We have also visited children in their previous settings to see how specialist equipment is used. The school has a proactive approach to supporting children with needs that are new to us.

What specialist services and expertise are available to the school?

The school works closely with the relevant professionals, including the School Nurse, Speech and Language Therapy Services, Primary Behaviour Support Service, Occupational Therapy, Educational Psychology and Physiotherapy. We also access specialist advisory teachers for hearing impairment and visual impairment as well as advice from CAMHs, PBS or MHST. The SENDCo has regular discussions with outside agencies to ensure that the provision provided is appropriate to the child's needs and is effective in supporting their learning and well-being.

Parents should speak to the child's class teacher and/or SENDCo who will advise next steps and make referrals as appropriate. School staff will follow the programmes provided by these specialist services. On occasions specialists come into school to assess/provide guidance on specific children's needs. Parents can also instigate a referral through their GP or if your child is under five, through your Health Visitor. If a child has an EHCP and specialist provision is named within Section F and the service have not been in contact, the parents can speak with the SENDCo and arrange for a call to happen with the said service.

How does the school assess the overall effectiveness of its SEND provision and how can parents/carers and young people take part in this evaluation?

The school has a rigorous system of monitoring all children including the SEND provision and its effectiveness. The SENDCo/Head teacher reports termly to the Governors to ensure SEND provision is having an impact and that there is value for money.

The evaluation includes –

- Monitoring progress – Teacher Assessment data/standardised tests
- Outside agencies review objectives set and progress made towards these
- Impact of interventions
- Discussion with children where appropriate and parents
- Children are aware of their own learning targets and next steps
- SEND is monitored and discussed at regular Governing Body meetings
- Pupil Progress meetings with teachers and senior leadership team including the head teacher
- Teacher reports to parents including termly summary reports
- On-going informal assessments
- Parents meetings
- Provision maps
- Cause for Concern sheets
- For children with SEND/ EHC plans - this will also include IEP review meetings and Annual Reviews

How are children with Special Educational Needs enabled to engage in activities outside the normal school day, including trips, which are available to children who do not have these needs?

All children will have the opportunity to be involved in external activities. We believe in being fully inclusive and make reasonable adjustments to ensure that this is the case for activities outside the school classroom, including school trips.

Outside providers run a range of school clubs, e.g. sports and dance clubs. The school also has a before school club 'Drop in/Breakfast' and after school club 'Conker Club'. All club staff members know about the individual needs of each child so they can take part, if they wish, with their parents/carers' agreement. Staff at the school run the drop in club in the morning so are aware of the needs of the children. Teachers work closely with Conker Club to share strategies and knowledge of needs of individual children.

Parents who have children with special educational needs and disabilities are able to take part in the planning of trips by liaising with their teacher and, if necessary, the SENDCo. In line with local authority guidelines, identification and planning for individual needs is part of the risk assessment process. Depending on the level of need identified through risk assessment, it may be necessary for 1:1 support. We will also take advice, where needed from the trip venue in terms of facilities and accessibility. Pre-visits will always take place by the teachers going on the trip. To support preparation, the use of social stories, photo booklets/video clips may take place.

What support is there for improving Emotional and Social Development?

The school offers support sessions from a trained ELSA who works through a nationally recognised programme tailored to the needs of the child. Each class has at least one learning support assistant in the morning, in addition to a qualified teacher. This ensures a high level of pastoral, medical and social support. The school's behaviour policy is on our website which details further the support offered to children should the need arise.

Other support that the school has access to, should they be required are:

- A whole school approach to using the Zones of Regulation (The Zones of Regulation provides a common language and compassionate framework to support positive mental health and skill development for all, while serving as an inclusion strategy for neurodiverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioural development)
- Individual behaviour management plans
- Clear boundaries/targets
- Structured lunchtimes

The school complies fully with the requirements for first aid training and for paediatric first aid training. There are clear policies for administering medicines including, if necessary, asthma medication and the use of an epi-pen. Staff undertake all necessary training (as needed).

The school follows the strict guidance given by Hampshire County Council. Any intimate care given is in line with the school's policy. Any staff training to cater for specific needs becomes a priority. The

school will provide any support outlined in a child's Individual Healthcare Plan or Intimate Care Policy.

The school has access to:

- Accessible toilet
- Spare clothing /wipes
- 1:1 support to assist with toileting if necessary
- Appropriately trained staff for intimate toileting needs
- Additional support and arrangements for children with eating needs.

An Intimate Care Plan is written for children with personal care needs.

The school has a robust Child Protection Policy and all staff receive safeguarding training every two years. There are three fully trained DSLs (Designated Safeguarding Leaders) who work with Children's Services and the police should the need arise.

What arrangements does the school have for feedback from parents, including compliments and complaints?

We have a proactive approach to resolving complaints and parents are always welcome to share their concerns at any time with their class teacher, SENDCo, Headteacher or with members of the Governing Body. An annual survey offered to all parents provides feedback in general terms. Within the school's Complaints Policy, available via the school office or on the school website there is an outline of the procedures on how to make a complaint. As a school, we always welcome feedback, including positive experiences and compliments. These can be sent via email to the school office.

Where can I find more information?

This document fully outlines our school's commitment and responsibility for contributing to Hampshire County Council's Local Offer (LO).

Hampshire's Local Offer link is on the school's website and on the link below:

<https://www.connecttosupporthampshire.org.uk/family-information-and-services-hub-fish/send-local-offer/>

Hampshire SENDIASS is a free and confidential service offering impartial information, advice and support on issues relating to a child's or young person's special educational needs or disability. They work with parent carers, and with children and young people from 0 to 25, in Hampshire.

For more information, visit the link below:

<https://www.hampshiresendiass.co.uk/>

For more information on CAMHS or MHST, please go to the links below:

<https://hampshirecamhs.nhs.uk/>

<https://hampshirecamhs.nhs.uk/issue/mental-health-support-teams/>

At North Farnborough Infant School we are committed to meeting the needs of every single child and to working together in partnership with families, we truly operate an open-door policy and if you have any questions, concerns or would just like further information, please contact us:-

Abigail Morgan – Head teacher

Stephanie Charman - Interim SENDCo

The School Governor with responsibility for SEND, please contact via the school office

School Office 01252 544606

Office email address: adminoffice@nfis.hants.sch.uk

Child is not making expected progress in class.
All Universal (QFT) elements are in place (QFT DOCUMENT REFERRED TO)
Early identification of concerns form completed and sent to SENDCo



No progress seen
Arrange 'cause for concern' meeting with parents (form to complete)

- At meeting class teacher sets targets with parents, these are added to the class provision map.
- Date for review meeting set (in approx. 6 weeks).



Prior to meeting 2 review targets with class team

- Is child making progress?
- Do they still need intervention?
- Discuss with SENCO to see if they need to be moved to SEND support.

PROGRESS IS BEING MADE



Child is taken off Cause for Concern register and returned to universal (QFT) provision.

PROGRESS IS NOT BEING MADE



Meeting with parents, SENDCO and Class Teacher to discuss child being added to SEND register.



One Page Profile completed with class team, child and family.
Individual Education Plan to be written with measurable targets.
Child to be reviewed at least termly.
SENCO to refer to outside agencies if needed.

EARLY IDENTIFICATION IS KEY!