



Frogmore Infant School Special Educational Needs and Disability (SEND) Information Report

School name	Frogmore Infant School	
Type of school	Mainstream infant school	
SENDCo contact details	Laura Binstead adminoffice@frogmore-inf.hants.sch.uk 01252 872601	
Accessibility	Fully wheelchair accessible for all areas of the school building and most areas of the school grounds	
	Other adaptations:	Disabled toilet Resources are sought from the Occupational Health team as required
	Specialist facilities/equipment to support SEND:	Disabled toilet Personal emergency evacuation plans as required
Core offer	It is our intention to provide every learner at Frogmore Infant School the support, care and guidance they need in order to receive a full and inclusive education. We strive to provide children with SEND a rich curriculum that excites and engages them so that they make as much progress as possible.	
How to apply for a school place	Application should be made in line with our Admission Policy: https://www.frogmore-inf.hants.sch.uk/admissions/	

What kind of special educational needs provision is accessible for children at Frogmore Infant School?

Frogmore Infant School is a fully inclusive school, which ensures that all pupils achieve their potential. We believe that:

- all children should be valued equally, regardless of their abilities and behaviour
- all children are entitled to have access to a broad, balanced, relevant curriculum which is differentiated to meet individual needs
- all children should, wherever possible, be fully integrated into the life of the school
- teachers should aim to give every child the opportunity to experience success in learning and to achieve as high a standard as possible

Special educational needs and provision can be considered as falling under four broad areas:

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



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We ensure that necessary provision is made for any individual who has special educational needs (SEND) in co-operation with our local authority.

Admission to Frogmore Infant School is in accordance with the school admission policy, available on our school website.

How do we identify children who may have an SEND need?

Frogmore Infant School is committed to the early identification of children with a Special Educational Need or Disability (SEND.) including through close liaison with parents/carers, pre-schools and previous schools. A range of evidence is collected through formal and informal assessments and monitoring arrangements. If this suggests your child is not making the expected progress, your child's teacher will discuss their concerns with the SENDCo (Special Education Needs Coordinator) to decide whether additional or different provision is necessary. Hampshire guidance is used to help support these decisions.

Some children might need targeted intervention to catch up with their peers but this does not mean that they have a special educational need or disability. A time specific intervention may be put in place to support a child, which will be reviewed and its impact assessed.

If you are concerned, please speak to us by contacting your child's class teacher or the SENDCo.

What provision is made for children with SEND; with and without an Educational Health and Care Plan (EHCP)?

a) How is the intervention/support monitored as to its effectiveness?

All children's progress is continually monitored by the class-teacher. We formally assess children each half term and a pupil progress meeting will take place involving the year group team and the Senior Leadership Team (SLT). At this meeting we will look if any extra support or intervention is needed. We will also evaluate the impact of interventions currently in place. The progress of children with an EHCP plan is formally reviewed at an Annual Review Meeting with all adults involved in the child's education and the parents present. The Headteacher and SENDCo also meet with the staff delivering interventions once a half term to assess and evaluate progress and impact.

b) What is the schools approach to teaching children with SEND?

We are a fully inclusive school, which ensures that all pupils achieve their full potential; this will be through quality first teaching, differentiation, small group work or through 1 to1



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teaching. Sometimes children will need targeted support and the school has many targeted interventions, some of which are short intensive programs.

c) How does the school adapt the curriculum and learning environment for children with SEND?

Class teachers will plan lessons according to specific needs of all the groups of children in their class. Individual needs are catered for through accurate day to day assessment for learning. Marking and feedback support the next steps in learning. The school takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of children. All our teachers teach children with SEND and draw upon support and guidance from outside services as required.

A risk assessment is carried out prior to any off site curriculum activity to ensure that everyone's health and 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 the school grounds/building.

d) What additional support is available for children with SEND?

The school provides targeted interventions including RWI 1:1 programme, precision teaching, the SIDNEY programme, visual timetables and support visuals and banded reading books. There are motor skills groups, speech and language groups and 1:1 teaching to support speech and language programmes. Individual Behaviour management plans and Sunshine club small group sessions provide help with social and behavioural issues.

e) What support is available for ensuring the emotional and social development of pupils with SEND?

The school is committed to providing an emotionally safe environment where children feel secure in seeking and accepting advice and support from adults in the school. All staff have been trained in safeguarding and child protection. We meet health care needs in accordance with health care plans drawn up with parents. We follow a medicines in school policy which is available on our school website. All school staff follow clear guidelines and procedures for the management of behaviour and intimate care.

Personal Social and Health Education (PSHE) is taught through the three areas of Health and Wellbeing, Relationships and Living in the Wider World. Specific sessions are taught through Circle time and other aspects of PSHE are addressed in whole school assemblies, class assemblies, through stories and in small group or 1:1 sessions. The school also uses SEAL (Social and Emotional Aspects of Learning) resources which aim to develop the underpinning qualities and skills that help promote positive behaviour and effective



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learning. It focuses on five social and emotional aspects of learning: self-awareness, managing feelings, motivation, empathy and social skills. When children have difficulties in these areas targets for improvement are set and interventions arranged and monitored.

Who is the named SEND contact?

The SENDCo is:

Mrs Laura Binstead
Frogmore Infant School
Green Lane
Frogmore, Camberley, Surrey
GU17 0NY
01252 87260

The school office or Jill King, Headteacher, will be please to assist your queries in the SENDCo's absence.

What specific expertise is available to children with SEND?

- Our SENDCo meets all legal requirements and has been in post for ten years. She attends regular SEND updates and briefings.
- The SENDCo ensures staff are kept up to date with the needs of current SEND pupils
- Outside agencies e.g. including health, therapy and social care, come into school to support and regularly train staff to meet the current needs of pupils
- The school works closely with parents and other agencies to ensure transition to the school is effective for new pupils
- The school ensures staff receive the appropriate and necessary health and safety/medical training to meet the needs of pupils in the school e.g. manual handling training
- All staff receive Child Protection and Safeguarding training annually with regular refreshers
- There are a number of staff trained in first aid on site each day



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What specialist equipment and facilities are there for children with SEND?

The school is fully accessible in all areas and there is a disabled toilet with a hoist. The school provides equipment such as wooden angled board, therapy ball and benches and is supported by the Local Authority (LA) with specialist equipment for children with an EHCP. The school is well resourced in equipment such as numicon, phonic resources, computing equipment, social stories, visuals and a wide selection of reading books.

What arrangements are there for consulting and involving parents of children with SEND?

We have an open door policy at Frogmore Infant School. Please contact your child's class teacher via the school office if you have any concerns or queries. We will always ask to see you if we have concerns about your child's progress.

Parents are actively encouraged to be partners in their child's education through discussions, support at home, parent/teacher meetings, telephone contact, home school diaries, progress reviews and yearly written reports.

Outside agencies working with a child will be expected to either meet or report to parents with regards to how they are supporting the pupil. Children's Individual Education Plans and Individual Learning Plans will be discussed and updated during parent consultation meetings and at interim meetings throughout the year.

What are the arrangements for consulting children with SEND about, and involving them in, their education?

All children, regardless of SEND, are aware of their next steps and they will know individual targets for both literacy and numeracy. Children who have additional needs will have targets which are shared, discussed and worked upon with those members of staff who are providing their additional support. These are discussed as part of the child's Individual Education Plan (IEP) and would inform any targets that are made.

How are the school's resources allocated and matched to children's SEND?

The local authority provides funding for schools to meet the needs of all children with SEND. We allocate support to individual children according to their needs and with the funds available. If your children has an EHCP we will ensure that the provision specified is provided.



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

The school's leadership team, including the SENDCo, meet with class teachers to discuss pupil progress. Parents will always be involved in discussions about extra support that may be required.

What are the arrangements for parents of children with SEND who may wish to complain about the provision?

Parents who wish to complain are strongly encouraged to initially speak to the Class teacher or the SENDCo regarding their complaint. If the issue can't be resolved at this level or the complaint is regarding the Head Teacher the parent would be directed to the school's complaints procedure. This is available on the school's website.

How does the school/governing body involve health, social services, LA Support Services, and others in meeting the needs of children with SEND and supporting their families?

Through close monitoring and observation by the class teacher and SENDCo, a decision will be made if the child requires extra provision. This may be from within the school or using outside agencies. We will inform parents at each step of this procedure. Sometimes in order to meet the individual needs of a child the school will work with and seek advice from an educational psychologist, advisory teachers, speech and language therapist or health colleagues to support the child's academic and social progress.

The governors are responsible for ensuring that the school makes the necessary provision for all pupils with SEND. The SEND governor meets regularly with the SENDCo to monitor all aspects of the school's provision for pupils with SEND

What are the school's arrangements for supporting children with SEND in transferring between phases of education?

When your child joins the school, you will be shown round by the headteacher or a member of the leadership team. This will give you the chance to ask any questions that you may have. The SENDCo aims to meet parents/carers before children with SEND start to try to ensure as smooth a transition as possible. Previous schools/preschools/outside agencies are contacted and information shared.

Where children are transferring to another school, the school supports children with SEND by liaising closely with the child's future school and any outside agencies that are already



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involved. Transition meetings and visits are arranged so that vital information can be transferred and your child is fully prepared for the transfer. Transition booklets (Social stories) are provided which include information that your child can refer to when necessary before starting the next school. The SENDCo oversees all outgoing transition organisation and support for children with SEND. This is usually put into place in the term before the child leaves for their next school placement.

What are the contact details of support services for the parents of children with SEND?

- The first point of contact would be your child's class teacher. You can contact Jill King (Headteacher) or Laura Binstead (SENDCo) if you are still worried.
- If you would like to apply for a place at Frogmore Infant School, please contact the school office (01252 872601). The SENDCo, Laura Binstead, is happy to speak to parents who are considering the school as the educational setting for their child
- Please contact the school office (01252 872601) to arrange to meet our Headteacher, Mrs Jill King or our SENDCo, Mrs Laura Binstead
- Our SEND policy on our website- www.frogmore-inf.hants.sch.uk
- The SEND Information Advice and Support Service Hampshire (SENDIASS) can be contacted via: www.hampshirendiass.co.uk or telephone 08081645504
- Hampshire's Local Offer is available from the following link: <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>
- The DfE – SEND Code of practice is available from the following link: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- The Children and Adolescent Mental Health Service (CAMHS) have a helpline for parents. The number is 0300 3040050