



Farnborough Grange Nursery Infant Community School
SEND Information Report 2025-26

Date reviewed/implemented: September 2025

Date for review: September 2026

EARLY YEARS EDUCATION PROVIDER NAME: Farnborough Grange
Nursery/Infant Community School

OFSTED UNIQUE REFERENCE NUMBER: 02522

SEND REPORT SUBMITTED BY: Becky Blamires



What kinds of Special Educational needs does Farnborough Grange make provision for?

Farnborough Grange is a mainstream Nursery and Infant School within the Good Shepherd Trust. We serve the local community and are able to meet the needs of children with mild to moderate learning needs and disabilities across the four areas of need as set out in the SEND Code of Practice (2015):

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs

Our school comprises of:

An Inclusive Mainstream Nursery and an inclusive mainstream Infant School with no specialist resourced provision.

How would Farnborough Grange identify and assess my child's special Educational needs?

We aim to identify any special educational needs as soon as the children start at Farnborough Grange. We discuss and act on concerns raised by parents to the class teacher and SENDCo as soon as possible.

In the reception year, all children are screened for speech and language difficulties using the Language Link Program, and the Early Years Foundation Stage Profile is used to identify pupils who may need additional support. Other assessment tools may be used for other areas of need where necessary including every specialist language assessments. In addition, where a child has already been identified as having SEND, we work closely with parents and pre-schools/nurseries to ensure that appropriate support is put in place to meet their needs successfully. If children are performing below aged related expectations (to the point where they are experiencing significantly greater levels of difficulty than the majority of their peers of the same age) a cause for concern is written and the SENDCo will decide if they need to be added to the SEND register.

All teachers are teachers of children with special educational needs and high-quality inclusive teaching linked with ordinary available provision is essential. The progress



of all children, including those with special educational needs and disabilities, is continuously monitored by class teachers and the SENDCo. As part of our assessment cycle, regular pupil progress meetings are held throughout the year between school leaders and class teachers. During these meetings, the progress of individual children is discussed and any concerns we have regarding this is quickly identified and appropriate additional support is planned, agreed and actioned. When a concern is raised, we follow the cycle of:

- Assess the difficulties/barriers to learning
- Plan how to support
- Implement the programme of agreed support
- Review the effectiveness of the support

The school is committed to working in partnership with parents to ensure the best possible outcomes for all of our pupils. If you have any concerns about your child's development or progress, please speak to your child's class teacher or Miss Blamires (Inclusion Leader/SENDCo).

How does the school assess and review the progress of pupils with SEND, and how does it evaluate the effectiveness of its provision for these pupils?

All pupils' progress is monitored regularly by class teachers and senior leaders, and teachers meet regularly to discuss progress in relation to specific targets. If there are concerns that a child isn't making progress, the class teacher will liaise with the Inclusion Leader to identify further interventions to support the child. As a school we measure children's progress in learning against National Expectations and Age-Related Expectations (ARE). For children who are not making expected progress despite access to OAP, they are discussed and identified through pupil progress review meetings with the Class teacher, SENDCo and Leadership team. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. We share progress feedback with all our pupils and their families, and give guidance on how best to support the pupils regularly:

- SEND support arrangements, detailing additional provision/interventions and bespoke targets are shared and co-written with parents three times a year (SEND Learning Plans). However, parents are welcomed to meet the team at any time to discuss their child's progress and review how the school is meeting their needs successfully.
- When the child's Send Learning Plan is reviewed comments are made against each target to show what progress the child has made and next steps



for them in their learning journey. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress. At this point, if the child needs to continue to receive extra support, a new SEND Learning Plan will be written for the next term.

- Additional reviews for children with EHCPs are also completed yearly
- Progress and suggestions for support at home is discussed at termly parents' consultations and shared alongside the SEND Learning Plans meetings
- Annual reports are shared with parents at the end of the Summer term

'Meet the Teacher' sessions are held at the beginning of each academic year; this is an opportunity for school to share ideas of how parents can support at home.

What is the school's approach to teaching pupils with special educational needs, and how is the curriculum and learning environment adapted?

Farnborough Grange is an inclusive school and we include all children in all aspects of school life. Quality first teaching and ordinarily available provision is at the forefront of all that we do, offering a broad and balanced curriculum, which is adapted effectively to support the needs of our pupils. Regular observations, monitoring and pupil progress meetings are in place to ensure this is taking place in our classrooms. If a pupil requires further specialised support, advice is sought from the SENDCo and other outside agencies. All teachers are teachers of children with SEND, and we strive to ensure that all needs are met to enable children to meet their full potential.

Within the learning environment, all classrooms have visual timetables, visual aids for regular routines and behaviour expectations in our Class Charters. Children are taught how to use learning support materials to develop their independence. Some areas of the classroom may be adapted for individual children where necessary including a work station, sensory rooms and calming corners/sofas. Environmental support includes visual aids, timetables, Makaton sign language and other augmented language supports. Individual interventions are wide ranging, covering speech and language, attention control, and play skills amongst others.

What additional support is available for pupils with special educational needs?

Through the use of quality first teaching and ordinary available provision, our aim is for all pupils to make good or better progress with their learning. The teacher works with all children within their class in all subjects. Learning Support Assistants also



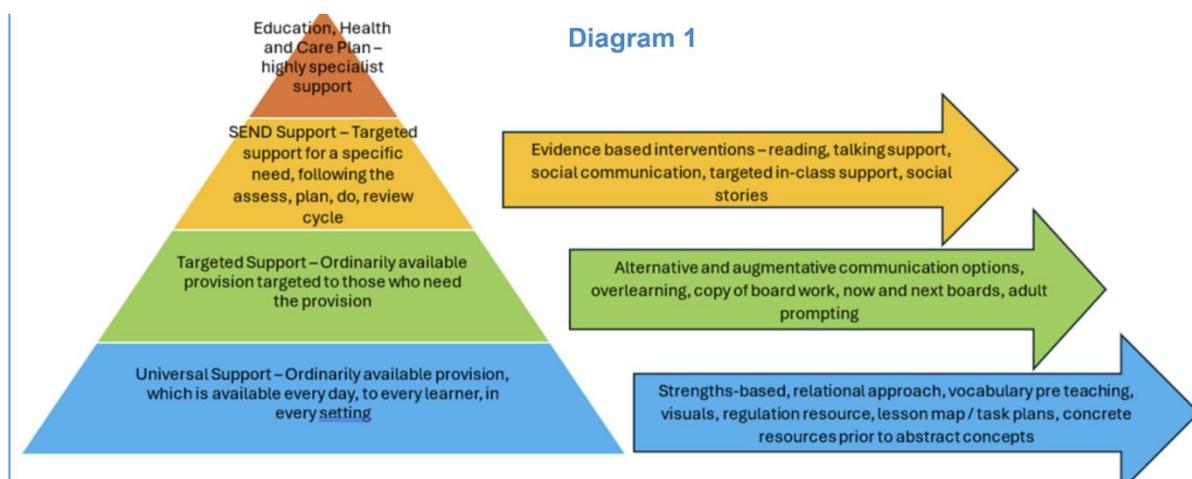
support the children in their lessons. This is allocated on a needs basis and can be 1:1 or small group support.

Where a child needs additional support to access their learning, personalised provision may be provided. For example, additional resources to aid concentration or adapted tasks or timetables. This is in addition to the 1:1 and small group interventions that are delivered based on specific targets linked to needs. Regular reviews of provision ensure that children with SEND are able to access targeted support to meet their needs. For some children, referral to outside agencies, such as Education Psychology or Occupational Therapy, is necessary to ascertain further support and strategies in order to help the child progress and further monitor and track their learning progress. If a child's needs cannot be met at SEND Support, an application for an Education, Health and Care Plan from the local authority will be considered in consultation with parents. The Inclusion Lead regularly liaises with the SEND Local Committee member to share the impact of additional support and actions taken to support the progress of children with special educational needs.

Children may move off the SEN register when they have 'caught up' or made sufficient progress to have their needs met through OAP. You will be informed if your child is put on or taken off the Special Needs Register.

What is meant by Ordinarily Available Provision?

Quality First Teaching, which is high-quality teaching, is vital for all pupils, especially those with Special Educational Needs and Disabilities (SEND). It is delivered through Ordinarily Available Provision (OAP), which provides routine support within mainstream classrooms and does not require an Education, Health, and Care Plan (EHCP).





Universal Support (OAP)

- Description: "Ordinarily available provision, which is available every day, to every learner, in every setting"
- Examples: "Strengths-based, relational approach, vocabulary pre-teaching, visuals, regulation resource, lesson map/task plans, concrete resources prior to abstract concepts"

Targeted Support (Middle Tier)

- Description: "Ordinarily available provision targeted to those who need the provision"
- Examples: "Alternative and augmentative communication options, overlearning, copy of board work, now and next boards, adult prompting"

SEND Support (Targeted Support for a Specific Need)

- Description: "Targeted support for a specific need, following the assess, plan, do, review cycle"
- Examples: "Evidence based interventions – reading, language support, social communication, targeted in-class support, social stories"

Education, Health and Care Plan

- Description: "Highly specialist support".

How does the school enable pupils with SEND to engage in the activities of the school together with children without SEND?

Farnborough Grange is committed to inclusion and understands that pupils present with a range of abilities and needs. We strive to ensure that all children are able to participate in all aspects of school life including extra-curricular activities. Where there is safety or access concerns, risk assessments are completed to ensure a pupil's needs are met.

In accordance with the legislation set out in the Equality Act 2010, we provide equal opportunities in education for all children.



What support is available for improving the emotional, mental and social development of pupils with SEND?

As a school we welcome and celebrate diversity. We believe that securing children's self-esteem is crucial to a child's well-being. Every child is well supported both in the classroom and on the playground to ensure that their social and emotional development needs are being met at all times. All children have members of staff they can talk to, should the need arise, and feel safe that this done in a secure and non-judgemental environment (these include: class teachers, support staff, ELSA, members of the leadership team). In some circumstances, where a child requires regular social and/or emotional support, planned sessions with the ELSA will be arranged and therapy support will be sought.

Our PSHE Curriculum follows the SCARF (Safety, Caring, Achievement, Resilience, Friendship) programme with updated adaptations linked to RSHE 2025 (Relationships, Sex and Health Education.) Through high quality teaching in the classroom, children are taught to label their main emotions and develop self-regulation strategies. The curriculum will teach them about social skills and ways of solving problems with, for example, friendships. It will support them to learn how to make the right choices and consider the feelings of others. It also empowers pupils with essential life skills, from emotional well-being and social skills to health education.

Referrals can also be arranged with the Educational Psychology service or the Primary Behaviour Service (PBS), if we have any concerns about your child. Lunchtime Social Groups can also provide social support for those needing a calmer, sheltered and nurturing lunch play.

We work closely with medical practitioners if your child has a health need and will discuss with you a Health Care Plan and the administration of prescribed medication. We also work with Social Care and The Children with Disabilities team. We can make referrals to the NHS Foundation Trust (which includes Child and adolescent mental health services), if your child needs a different level of support.

Pupil voice is very important to our school and feedback from the children is ascertained regularly. This includes our active school council, but is also gained through small group pupil discussion and questionnaires.

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

As a school we have a very positive approach to all types of behaviour with a clear reward ladder system that is followed by all staff and pupils. If a child has behavioural difficulties an Individual Behaviour Plan (IBP) is written alongside the child and parents to identify the specific issues, to put relevant support in place and



to set targets. We seek the views of children in the support they require and what works best to help them. Attendance of every child is monitored on a daily basis by the Senior Leadership and Admin team. Lateness and absence are recorded and reported to the Head teacher. Support is given and good attendance is actively encouraged throughout the school by all.

Who is the Special Educational Needs Coordinator (Inclusion Leader) at Farnborough Grange Infant/Nursery School?

Miss Becky Blamires is the school's Inclusion Leader/SENDCo. She can be contacted on 01252 541879, or by emailing: adminoffice@farnboroughgrange.hants.sch.uk.

What training have the staff supporting children and young people had, or are having?

The school is committed to providing in-service training for staff in relation to SEND. Particular needs and training are identified by the Senior Leadership Team and the Inclusion Leader. This involves:

- INSET sessions to address needs identified in the School Development Plan
- Workshops and clinics involving external agencies
- Peer mentoring/learning from others
- Support and induction for newly qualified teachers and new-to-post support staff
- Individual teachers and support staff are encouraged to attend courses relevant to the current needs of children in their class
- Additional specialist advice or training is gained from outside agencies, such as educational psychology, or speech and language support

This is not an exhaustive list and an ongoing needs analysis is key to ensuring all staff remain updated and skilled.

How will equipment and facilities to support children with SEND be secured? How are the school's resources allocated and matched to children's special educational needs?

Our school is accessible with

- An accessible parking bay



- Accessible toileting facilities
- The school is mostly on one level (3 small steps- wheelchair access is available to both levels) and has a level entry

The school's delegated budget for SEND assists with the employment costs of the support staff, specific interventions and resources for children with SEND. The budget is allocated on a need's basis. The children who have the most complex needs are given the most support often involving an LSA, adaptations and interventions. Support and resources for children with EHCPs are in accordance with the individual's requirements, and Farnborough Grange has links with relevant agencies where specific specialist equipment is required to meet children's needs. We ensure that all children who have Special Educational Needs or Disabilities are met to the best of the school's ability with the funds available.

How are parents involved in the school? How will I know how my child is doing, and how will you help me to support my child's learning?

Farnborough Grange recognises the importance of working in conjunction with parents and carers and always has an open-door policy. We like to meet new parents at the stage when you are deciding which school is your preferred choice for you child, and hold tours in the Autumn term for you to look at what we have to offer. The Inclusion Lead will be available to listen to your child's needs, and to discuss how these needs might be met.

The school has 2 formal parent consultation evenings a year for all parents to come and talk to the teacher and a school report is sent home in the Summer term with details of individual pupil progress. Parents of children with SEND are invited to meet with the class teacher to discuss the pupil's SEND learning plan targets, and are given the opportunity to provide feedback and provide input into the next plan. For children with an EHC Plan, an annual review will take place between the parents/carers, Inclusion Lead, teacher and any external agencies working with the child. The parents and the child's views are sought, discussed and shared, as well as reviewing and setting new targets for the next year.

A variety of workshops for parents are held over the year including: how to support your child in phonics, supporting SEND children at home/school, regular coffee mornings to share good practice and offer further support to parents.

How does the school consult with children with special educational needs, and involve them in their education?

Farnborough Grange uses the SEND support arrangements for all children placed on our SEND register. The profiles are written in conjunction with the pupil and we encourage them to reflect on what is important to them and what helps them to



learn. All pupils are made aware of their targets and how they can achieve these targets. These are regularly discussed with them in the classroom within the context of a particular activity and a visual reminder is provided using words, pictures or symbols to illustrate the target if required.

Where a child has an EHCP and is able to, their view is sought regarding their progress for the year and what their steps are in preparation for their annual review.

Who can I contact for further information? What are the arrangements for complaints from parents of pupils with SEND?

In the first instance, we encourage you to speak to your child's class teacher. Teachers are on the door at the morning and end of each day or they can be contacted via the school office. If you have any further questions or concerns, you are able to make an appointment with your child's phase leader, or the Assistant Head and Inclusion Lead (Miss Blamires). The Head Teacher is also available for appointments if necessary.

In the unlikely event that your concern is not resolved, then please refer to the Complaints Policy on the school website.

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

Farnborough Grange has access to a range of services including:

- All Therapy services including Physiotherapy, Occupational Therapy and Speech and Language Therapy – currently managed by Solent NHS Trust.
- Specialist services including Teacher advisers for Hearing impairment, Visual impairment and Physical disability.
- The Educational Psychology services, Child and Adolescent Mental Health Services.

We work closely with medical professionals in order to provide the very best support for all children. All medical information and reports are strictly confidential. Where necessary, healthcare plans are implemented for the children and shared with professionals.

Where can I access support as a parent of a child with SEN?

The first point of contact for any parent wishing to discuss their child is always the class teacher. However, if parents are concerned about any additional needs their child may have, then parents are able to contact the Inclusion Lead, Miss Blamires by phoning the school office (01252 541879), or by emailing:



adminoffice@farnboroughgrange.hants.sch.uk The Inclusion Lead is also happy to speak to parents who are considering the school as the education setting for their child.

Parents may also want to seek support from Hampshire Sendiass. They can be contacted on 0808 1645 504 and further information on the service can be found at <https://www.hampshiresendiass.co.uk/>.

The Children and Adolescent Mental Health Service also have a helpline for parents. The number is 02382 317912 for Hampshire specialist CAMHS single point of access. More information can be found at: <https://hampshirecamhs.nhs.uk/help/parents-carers/>.

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education?

Induction is important to us and we invest time in welcoming our learners in a way that makes them feel a part of our setting and the sense of belonging linked to our school values. We offer a structured transition to your child once you have accepted a place with us. Discussions to understand the child's needs will take place with parents, carers and staff from previous settings. Specialist Advisory Teachers, and other outside agencies, may provide information and resources to facilitate this. For Early Years, a gradual introduction is provided by 'Stay and Play' sessions prior to the children starting school.

We work closely with local junior schools to ensure a smooth transition of our Year 2 pupils to the next phase of their learning. When the time comes for your child to move on, we will liaise with the receiving school and follow their transition process fully. Further support is provided as necessary for those with SEND including additional visits to the new setting, both individually and as part of an additional transition programme for identified pupils.

Section 13 Where is the Local authority's 'Local Offer' published?

The local authority has collated the provision provided for pupils with SEN by all the schools under its jurisdiction and compiled a local offer. This can be found on the county website at:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>