



Farnborough Grange Nursery Infant Community School

SEND Information Report 2024-25

Date reviewed/implemented: October 2024

Date for review: October 2025

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

OFSTED UNIQUE REFERENCE NUMBER: 02522

SEND REPORT SUBMITTED BY: Becky Blamires



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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, with a specialist resourced provision, providing assessment places for children with SEND. The Resource Provision consists of 12 assessment placements for children placed by the local authority who may need an Education Health and Care plan (EHCP) to support them to access a mainstream infant school or Resourced Provision within a mainstream school.

- 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. 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. 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.

All teachers are teachers of children with special educational needs and high-quality teaching is key. The progress of all children, including those with special educational needs and disabilities, is continuously monitored by class teachers. 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



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	<p>planned and agreed. When a concern is raised, we follow the cycle of:</p> <ul style="list-style-type: none">- Assess the difficulties/barriers to learning- Plan how to support- Implement the programme of agreed support- Review the effectiveness of the support <p>The school is committed to working in partnership with parents to ensure the best possible outcomes for all 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 Lead).</p>
<p>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?</p>	<p>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. We share progress feedback with all our pupils and their families, and give guidance on how best to support the pupils regularly:</p> <ul style="list-style-type: none">- SEND support arrangements, detailing additional provision/interventions, are shared with parents three times a year. 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- Additional reviews for children with EHCPs are also completed- Progress and suggestions for support at home is discussed at termly parents' consultations- 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



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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 is at the forefront of all that we do and we offer a broad and balanced curriculum which is differentiated to support the needs of our pupils. Regular observations and pupil progress meetings help to ensure this is taking place in our classrooms. If a pupil requires further specialised support, advice is sought from outside agencies to help meet their needs effectively. 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 in all classes. 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 and calming corners. All curriculum planning takes account of the children within each class, and appropriate scaffolding planned for as needed. Each class within the Infant School has 1 teacher and extra classroom support from Learning Support Assistants, depending on the level of needs with the group. Extra classroom support is available for those with an EHCP, depending on their needs as identified in their EHCP.

The Resourced Provision within the nursery is run by a fully qualified teacher, supported by the school Inclusion Lead and keyworkers with SEN experience. There are 12 part-time SEN assessment places available to children through the referral from the Hampshire SEN department. The nursery offers a consistent environment, with a wide variety of activities to encourage exploration and social skills.

Environmental support includes visual aids and 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.



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

Through the use of quality-first teaching and differentiation, 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. 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. 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.

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.



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

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. 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.

Our PSHE Curriculum follows the SCARF programme. 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.

Referrals can 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 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 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 that 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.



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

Miss Becky Blamires is the school's Inclusion Leader. 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 learning and language support

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



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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. 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 equipment is required to meet needs.

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. 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 SEN are invited to meet with the class teacher to discuss the pupil's 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 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.



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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.

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 end of each day or 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.



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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 support children. All medical information and reports are strictly confidential. Where necessary, healthcare plans are implemented for the children.

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/>.



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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. 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.

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. 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>.