



## Special educational needs (SEN) information report

Farnborough Grange Nursery and Infant School

September 2026

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, please read our SEND policy.

You can find it on our website [Farnborough Grange Nursery/Infant Community School - Start Small, Dream Big | We Respect, We Aspire, We Belong](#)

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

This report is prescribed by The Good Shepherd Trust and all reference to 'the Trust' includes all Trust schools, the central team and subsidiary organisations.

|                                      |                 |                           |                      |
|--------------------------------------|-----------------|---------------------------|----------------------|
| Date adopted:                        | 10/09/2026      | Last reviewed:            | 01/09/2026           |
| Review cycle:                        | Annual          | Is this report statutory? | Yes                  |
| Approval:                            | CEdO            | Author:                   | Head of Inclusion    |
| Local approval:                      | Local Committee | Local author:             | SENCO Becky Blamires |
| Next Review Date of Template Policy: |                 |                           | 01/09/2027           |

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## 1. What types of SEN does the school provide for?

Farnborough Grange Nursery and Infant school is a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). Staff have been trained to teach learners who may have difficulties with the areas outlined below.

We make reasonable adjustments to our practices in order to comply with the Equality Act (2010) and the Children and Families Act 2014 (PART 3 Children and young people in England with Special Educational Needs or Disabilities).

As an Academy in The Good Shepherd Trust, the Trust is the Admission Authority for the school and has agreed a Published Admission Number (PAN) of 180 pupils with the Local Authority (LA). Any child with an Education, Health and Care Plan naming the school will be admitted. The school has a Nursery that can admit 65 children.

| AREA OF NEED                        | CONDITION                                                                  |
|-------------------------------------|----------------------------------------------------------------------------|
| Communication and interaction       | Autism spectrum disorder (ASD)                                             |
|                                     | Speech and language difficulties                                           |
| Cognition and learning              | Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia |
|                                     | Moderate learning difficulties                                             |
|                                     | Severe learning difficulties                                               |
| Social, emotional and mental health | Attention deficit hyperactivity disorder (ADHD)                            |
|                                     | Attention deficit disorder (ADD)                                           |
| Sensory and/or physical             | Hearing impairments                                                        |
|                                     | Visual impairment                                                          |
|                                     | Multi-sensory impairment                                                   |
|                                     | Physical impairment                                                        |

## 2. Which staff will support my child, and what training have they had?

### Our special educational needs co-ordinator, or SENCO

|                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Our SENCO is Miss Becky Blamires                                                                                                                                                                                                             |
| There are 4 days a week allocated to managing SEN provision and the SENCO working days are Tuesday, Wednesday, Thursday and Friday.                                                                                                          |
| They can be contacted via:<br>Phone: 01252 541879<br>Email: <a href="mailto:adminoffice@farnboroughgrange.hants.sch.uk">adminoffice@farnboroughgrange.hants.sch.uk</a><br>Please note that we aim to return calls or emails within 48 hours. |
| Becky Blamires is currently working towards achieving the National Award in Special Educational Needs Co-ordination and will complete this in April 2027.                                                                                    |

## SEN administrator

|                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Our SEN administrator is Kelly Edwards                                                                                                                                                                                           |
| They are allocated 2 hours a week for SEN admin and their working days are Monday, Tuesday, Wednesday, Thursday and Friday.                                                                                                      |
| They can be contacted via:<br>Phone: 01252 541879<br>Email: <a href="mailto:admin@farnboroughgrange.hants.sch.uk">admin@farnboroughgrange.hants.sch.uk</a><br>Please note that we aim to return calls or emails within 48 hours. |

## Class Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEND.

Every year we have a bespoke CPD training programme linked to SEND and these sessions provide staff with up to date information on SEND, helpful strategies to support them within the classroom and new skills and knowledge.

## Learning Support Assistants (LSAs)

We have a team of 9 LSAs, including 2 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have 9 teaching assistants who are trained to deliver interventions such as Attention Bucket, Language Link, Sensory Circuits, bespoke speech and language therapy, Lego Therapy, Nurture group, ELSA sessions and intensive interaction.

In the last academic year, more LSAs have been trained in these interventions by professionals and the SENDCo to ensure consistency and high-quality interventions are provided for SEND children, across the school and Nursery.

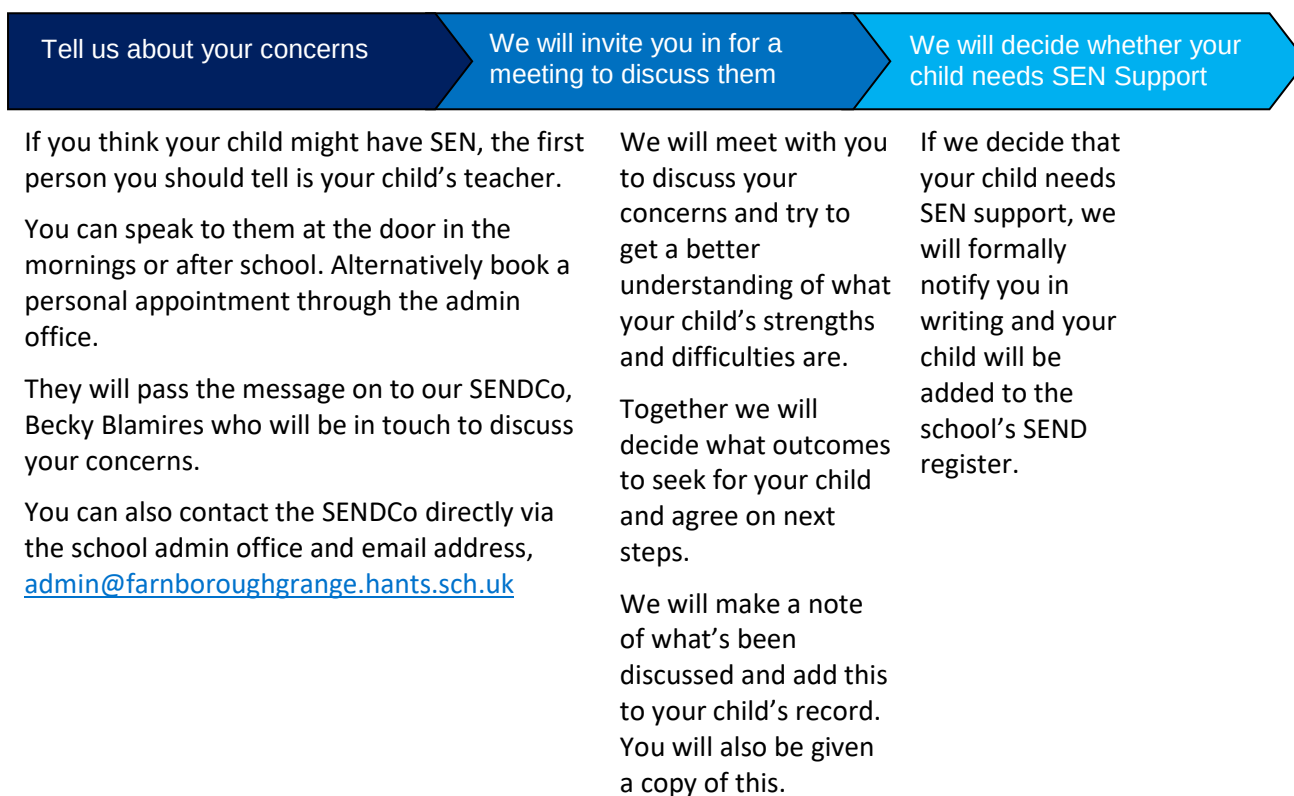
## External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

### 3. What should I do if I think my child has SEN?

At Farnborough Grange we aim to identify any special educational needs as soon as the child starts school through effective partnership with parents. We discuss and act on concerns raised by parents and consequently have professional discussions with the SENDCo as soon as possible. The first step for any parent is to share their concerns with their child's class teacher or SENDCo.



### 4. How will the school know if my child needs SEN support?

All our class teachers are aware of special educational needs and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include struggling with their focus and attention, struggling in reading, writing and/or number work and behaviour concerns, as well as social interactions.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCo, and will contact you to discuss.

The SENDCo will observe the pupil in the classroom and in the playground to see what their strengths and challenges are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCo will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENDCo will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENDCo will work with you to create a SEN support plan for them.

## 5. How will the school measure my child's progress?

At Farnborough Grange we write targets onto a SEN learning plan, which are written on Provision Mapping (electronic system).

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made sufficient progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

## 6. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress and termly parents evenings to discuss their progress, attainment and development.

Your child's class teacher will meet you 3 times a year, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCo may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations, We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher at the door in the morning to book a personal meeting with them or at the admin office.

## **7. How will my child be involved in decisions made about their education?**

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

## **8. How will the school adapt its teaching for my child?**

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 and ensure a strong sense of belonging for all. 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. This advice is acted upon and shared with the team thoroughly. 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, communication boards and other augmented

language supports. Individual interventions are wide ranging, covering speech and language, attention control, and play skills amongst others.

We have a detailed accessibility plan at Farnborough Grange to ensure that all children including disabled children can fully access and participate in the curriculum and have full equality at our school.

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font
- Teaching assistants will support pupils on a 1-to-1 basis when required
- Teaching assistants will support pupils in small groups when required

We may also provide the following interventions:

| AREA OF NEED                               | CONDITION                                                                  |                                                                                                                   |
|--------------------------------------------|----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <b>Communication and interaction</b>       | Autism spectrum disorder (ASD)                                             | Visual timetables<br>Social stories<br>Language Link screening and interventions<br>Attention Bucket              |
|                                            | Speech and language difficulties                                           | Speech and language therapy<br>Bespoke Speech and Language support<br>Speech assessments through Language link    |
| <b>Cognition and learning</b>              | Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia | Write slope<br>Overlays and enlarged text                                                                         |
|                                            | Moderate learning difficulties                                             | Keep up Phonics interventions<br>Precision teaching<br>Mop-up intervention groups                                 |
|                                            | Severe learning difficulties                                               | Bespoke learning space<br>Intensive interaction<br>Personalised curriculum to meet the bespoke needs of the child |
| <b>Social, emotional and mental health</b> | Attention deficit hyperactivity disorder (ADHD)                            | Quiet work station<br>ELSA sessions 1:1<br>Play Therapy<br>Lego Therapy                                           |
|                                            | Attention deficit disorder (ADD)                                           | Nurture group                                                                                                     |

|                                |                          |                                                                                     |
|--------------------------------|--------------------------|-------------------------------------------------------------------------------------|
| <b>Sensory and/or physical</b> | Hearing impairments      | Makaton signing and visual aids                                                     |
|                                | Visual impairment        | Adapted classroom displays and environment                                          |
|                                | Multi-sensory impairment | Adults to support 1:1 to meet needs of children                                     |
|                                | Physical impairment      | Bespoke Gross motor support<br>Sensory circuits and movement breaks<br>Sensory room |

These interventions are part of our contribution to Hampshire's local offer (see section 18).

### **9. How will the school evaluate whether the support in place is helping my child?**

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 Plan 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.

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards the goals in their SEND Learning Plan each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENDCo

- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care plan, EHCP)

## **10. How will the school resources be secured for my child?**

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 Ordinary Available Provision. You will be informed if your child is put on or taken off the Special Needs Register.

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

## **11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?**

At Farnborough Grange we thrive on removing all barriers for pupils with SEND and ensure they can enjoy the same experiences and activities as other children in our school. All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips.

All pupils are encouraged to take part in sports day/school plays/special workshops and school events and competitions.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

## **12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?**

To ensure a fair and transparent admissions process, at Farnborough Grange we will always offer a visit to the school for prospective pupils with a disability or SEN. We also ensure that the SENDCo is available to meet the children and their parents and explain the provision and support we offer children with SEND and to share important and relevant information together.

As a school we make sure that all prospective pupils whose EHC plan names the school will be admitted before any other places are allocated. We do not disadvantage any pupils with a disability or special education need unfairly, and follow a fair admission process for pupils following Hampshire admissions guidance and consultations.

### **13. How does the school support pupils with disabilities?**

We take every step necessary to ensure equality, inclusion and a strong sense of belonging to prevent disabled pupils and pupils with special educational needs from being treated less favorably than others. We ensure the facilities and resources provided, help disabled pupils have full access to school and all provisions are offered to everyone. We work hard to ensure the physical environment means that disabled pupils can take good advantage of education, benefits, facilities and services we provide. Our accessibility policy details this further and can be found on our school website with a detailed action plan. It can be found [here](#).

Our school is fully accessible with

- An accessible disabled parking bay
- Accessible disabled toileting facilities
- The school is mostly all 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 a learning support assistant, 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 to ensure they thrive and succeed.

### **14. How will the school support my child's mental health, and emotional and social development?**

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 Jigsaw programme with updated adaptations linked to RSHE 2026 (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 requiring more bespoke support in this area of need. 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 sought regularly. This includes our active school council, but is also gained through small group pupil discussion and questionnaires.

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
  - Pupils with SEN are also encouraged to be part of external club to promote teamwork/building friendships
  - We provide extra pastoral support for listening to the views of pupils with SEN from the school ELSA's and also the Home school Link worker and SENDCo.
  - We run a nurture club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. Please see our Behaviour Policy/Anti-bullying policy for further information [here](#).

### **15. What support will be available for my child as they transition between classes or settings?**

At Farnborough Grange we work hard to ensure all children have a successful and thorough transition into a new class or if they leave the school to attend a different setting. This includes sharing information we have about the child, meeting the class teacher to share expertise and support in place, transition meetings to our setting and the new school setting and professional discussion with parents, professionals and external services.

#### **Between years**

To help pupils with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- Send home a transition booklet to support their understanding of changes and what to expect
- Ensure a bespoke transition is in place for children requiring more

#### **Between schools**

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

The SENDCo of the Junior school will come into the Infant school for a meeting with our SENDCo. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Practising with a junior school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge
- Several visits to the junior school to familiarise the children with the new environment
- Meetings between the Year 2 and new Year 3 teachers to discuss needs, progress, attainment and important relevant information including SEND, medical needs and family support

- Year 3 teachers visiting the Year 2 teachers lessons, several time in June and July to meet the children and start to build relationships with them successfully
- 4 Bespoke SEND transition sessions held for children with more complex needs requiring further familiarity with the Junior school, meeting new staff and the new school SENDCo
- An assembly for the junior school staff to meet the new children transitioning and ask or answer questions/ worries the children may have about transitioning into junior school

## 16. What support is in place for looked-after and previously looked-after children with SEN?

|                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Our Designated Teacher for looked-after and previously looked-after children is Becky Blamires                                                                                                                                               |
| They can be contacted via:<br>Phone: 01252 541879<br>Email: <a href="mailto:adminoffice@farnboroughgrange.hants.sch.uk">adminoffice@farnboroughgrange.hants.sch.uk</a><br>Please note that we aim to return calls or emails within 48 hours. |

Becky Blamires our SENDCo is also our Designated Teacher and will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

## 17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the Good Shepherd Trust complaints policy, which can be read [here](#).

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

You can request a meeting with a person from Hampshire County Council. This might mean they can address your concerns without having to go to a tribunal. For more information, please visit Hampshire's website [here](#).

## 18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the local authority's local offer. Hampshire publishes information about the local offer on their website.

- [Hampshire Local Offer Website](#)

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

- [Hampshire SENDIASS](#)

Local charities that offer information and support to families of children with SEN are:

[Parity for Disability - A Charity enabling participation](#)

[help@makaton.org](mailto:help@makaton.org) - Makaton charity in Fleet, Hampshire

[Mustard Seed Autism Trust at Mustard Seed Autism Trust - Here for Farnham, Hampshire](#)

[Everyday Schemes - Stepping Stones DS - Farnborough](#)

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)
- [National Autistic Society](#) (support for Autism)
- [Help and support for autistic people and their families - NHS](#) (NHS support for Autism)
- [Home - Child Autism](#) (child Autism UK)
- [Organisations and resources for families with an autistic child | WellChild](#) (Wellchild support and resources)
- [UK Autism Spectrum Parents Support Group | Facebook](#) (Facebook support for parents of Autistic children.)

## 19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages