



South Farnborough Infant School SEND Information Report for Parents

Date of policy: September 2025

Date of review: September 2026

Person responsible: Myette Blannin

Presented to staff and governors: September 2025

List of Abbreviations

CAMHS – Child and Adolescent Mental Health Services

DSL – Designated Safeguarding Lead

EHCP – Education, Health, Care Plan

EP – Educational Psychologist

ILP – Individual Learning Plan

LO – Local Offer

OT – Occupational Therapy

QFT - Quality First Teaching

SALT – Speech and Language Therapy

SEND – Special Educational Needs and Disability

SENDCo – Special Educational Needs and Disability Co-ordinator

TPA – Transition Partnership Agreement

South Farnborough Infant School SEND Information Report *(This report should be read alongside the school's SEND Policy)*

Introduction

At South Farnborough Infant School (SFIS), we want every child to feel happy, confident and inspired to learn. We believe all children should be valued as individuals and supported to reach their full potential. This report explains how we identify and support children with Special Educational Needs and Disabilities (SEND). It also sets out what families can expect from us and how we work in partnership with you.

Our SENDCo is Mrs Myette Blannin, (working days Wednesdays and Thursdays). She can be contacted via the school office on 01252 543727 or by email at adminoffice@southfarnborough-inf.hants.sch.uk.

What are Special Educational Needs and Disabilities (SEND)?

A child has SEND if they need support that is over and above ordinarily available provision of children of the same age. This might be because they: - Find learning much harder than others their age. - Have difficulties with reading, writing, maths or language. - Have social, emotional or behaviour needs. - Have a physical or sensory difficulty (such as problems with hearing or vision). - Have a disability or long-term health condition (such as asthma, diabetes or epilepsy) that affects daily life.

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

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

- *Have significantly greater difficulty in learning than most others of the same age and/or*
- *Have a special educational provision, which means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England and/or*
- *Have a Disability: Many children and young people who have SEND may have a disability under the Equality Act 2010- that is '...a physical or mental impairment which has a long term substantial adverse effect on their ability to carry out normal day to day activities'.*

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

How does the school identify children with SEND?

We believe in early identification. Teachers regularly check children's progress against age related expectations. If a child is struggling, we:

- Discuss them in pupil progress meetings.
- Listen to concerns from parents, previous schools/settings or outside professionals.
- Use assessments, observations and teacher knowledge.

A child may need extra support if they:

- Make little or no progress despite targeted teaching.
 - Find reading, writing or maths particularly difficult.
 - Have ongoing social, emotional or behaviour challenges.
 - Have sensory or physical needs that affect their learning.
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What should I do if I think my child has SEND?

We want to work closely with you. If you're worried:

1. Speak to your child's class teacher first. The class teacher should always be your first point of contact.
 2. If you and the class teacher continue to have concerns, a meeting with the SENDCo, Mrs Blannin, can be arranged through the office.
 3. Together, we will decide what support is needed. Class teachers are responsible for planning support, with help from the SENDCo. The Governing Body also has a SEND governor who checks provision in school.
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How do we assess and support children with SEND?

SFIS follow Hampshire's Ordinarily Available Provision (OAP) guidance– This is support that all Hampshire schools provide for children. It includes:

- Quality First Teaching (QFT) with strategies such as visual timetables, small group work, clear routines and scaffolding.
- Differentiated tasks to match learning needs.
- Opportunities for movement and sensory breaks.
- Pastoral support and positive behaviour strategies.

Additional support – If a child needs more help, we provide short-term interventions such as:

- Sensory Circuits

- Bucket Time
- Social Club
- Language Link
- Phonics and maths interventions
- Lego Therapy Club

If we continue to be concerned about a child's progress, they will be placed on a Monitoring List where we follow a graduated approach known as *Assess–Plan–Do–Review*.

SEND Support – If a child has ongoing needs, they may be placed on the SEND register.

An Individual Learning Plan (ILP) will be created with targets agreed by parents, staff and the child (where appropriate). These are reviewed termly.

Specialist support – If more advice is needed, we may involve outside professionals (e.g. Speech and Language Therapists, Educational Psychologists, Primary Behaviour Services PBS).

Education, Health and Care Plan (EHCP) – For a very small number of children with complex needs, we may request an EHCP assessment from the Local Authority.

How do we work with parents?

We believe children make the best progress when school and home work together.

We:

- Invite parents to attend information mornings and workshops on topics such as phonics, maths, the importance of play as well as general coffee mornings, Meet the Teacher sessions and parent and carer book-looks.
- Hold parents' evenings to celebrate progress and discuss next steps.
- Hold termly meetings to review ILPs-if applicable.
- Invite parents to Annual Reviews for children with an EHCP.
- Offer Keep in Touch meetings via phone calls and emails.
- Encourage informal chats at the start or end of the day.
- Share strategies so that support at home and school is consistent.

How do we involve children?

Children are encouraged to:

- Talk about their learning and share their views.
- Contribute to their ILPs (if appropriate)
- Complete a 'My View' form before annual reviews (for children with EHCPs).
- Help create one-page profiles about how they learn best.

How do we review children's progress?

- Teachers check progress daily and record small steps of achievement.
 - ILPs are reviewed at least once a term and shared with parents.
 - Pupil progress meetings are held with senior leaders.
 - Parents Evenings and annual reports provide regular updates.
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How do we support children moving between phases or schools?

We plan carefully for transitions:

- **Pre-school to Foundation Stage** – Reception Class staff meet with pre-schools, attend home visits and provide extra setting visits from the SENDCo to the pre-school for children who may struggle with transition. Provide transition booklets/ scrap books for children to work on over the summer before starting with us and several stay-and-play sessions with and without parents and carers.
 - **Foundation to Key Stage One** – transition sessions, story/photo books, handover meetings.
 - **Key Stage One to Key Stage Two** – visits to junior schools, meetings between teachers and SENDCos, personalised transition plans if needed.
 - **Moving schools** – sharing records, visits, meetings with new staff, and personalised transition booklets.
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What is our approach to teaching children with SEND?

Every teacher is responsible for every child. We:

- Provide Quality First Teaching for all.
 - Use individual and group interventions.
 - Create ILPs for children who need targeted support.
 - Involve outside agencies where needed.
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How do we adapt the curriculum and learning environment?

We use the Hampshire OAP guidance to adapt teaching, including the provision of specialist equipment or resources if needed. We work closely with other professionals and follow advice from outside agencies. Where possible, we make changes to classrooms and the wider school, where appropriate, to create purposeful and inclusive learning environments.

How accessible is our school?

- Both school buildings are accessible, and all classrooms are on ground floor level.
- We follow our Accessibility Plan, reviewed by governors.
- Adaptations are made for hearing and visual needs where recommended.

- Mobility support plans are written if needed.
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What training and expertise do staff have?

- All staff are trained in inclusive teaching and SEND strategies.
 - Staff receive CPD linked to children's needs (e.g. speech and language, autism, SEMH, attachment and trauma).
 - If a new need arises, we seek specialist advice and training from the Hampshire SEND team.
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What specialist services are available?

We work with: - Speech and Language Therapy Services - Primary Behaviour Support Service - Educational Psychology - Occupational Therapy and Physiotherapy - Specialist advisory teachers for hearing/vision, communication and interaction. Some pupils are under the care of private specialists who are welcome in our school, (subject to necessary checks).

How do we check SEND provision is working?

- Regular reviews of progress data.
 - Termly meetings between SENDCo and SENDCo governor.
 - Parent and child feedback.
 - Monitoring of interventions.
 - Outside agency reviews.
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How do children with SEND take part in activities and trips?

We are fully inclusive. All children can join in clubs, trips and activities. Risk assessments are completed and reasonable adjustments made. Parents are involved in planning where needed, and we may provide 1:1 support. Parents are encouraged to join and support with class trips.

What support is there for social and emotional needs?

- Positive behaviour strategies.
 - Nurture-style groups such as Social Club and Lego Therapy Club.
 - Clear boundaries, targets and individual behaviour plans if needed.
 - Support for children with medical or personal care needs through Individual Healthcare Plans or Intimate Care Plans.
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How can parents give feedback or raise concerns?

- Speak to your child's teacher, the SENDCo, Headteacher or Governors.
 - Share positive feedback by email or in person – we welcome compliments!
 - Follow the school's Complaints Policy if you wish to make a formal complaint.
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Where can I find more information?

- **Hampshire's Local Offer:**
- <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>
- **Hampshire SENDIASS:**
- <https://www.hampshiresendiass.co.uk/>

If you have any questions, please contact:

Danielle Duffy – Headteacher

Myette Blannin – SENDCo

Email: adminoffice@southfarnborough-inf.hants.sch.uk