Special Educational Needs and / or Disabilities Information Report

Froxfield CE School

FROXFIELD
CE SCHOOL

Approved by	Susanna Shepherd (SEND Governor)	Date: 10/26
Last reviewed on	October 2026	
Next review due by	October 2027	

This is our school SEND Information Report. It is written to explain:

- how we identify children with Special Educational Needs or Disabilities (SEND),
- how we aim to meet their needs,
- what extra support we can provide and access,
- how to get extra help for your child,
- how the school checks that pupils are making good progress,
- how parents are involved in our school.

In this report we hope to answer the questions which are frequently asked by parents of children with SEND. This has been written in agreement with our school staff, parents and governors. Please do not hesitate to come and talk to us if you would like any more information about any of the points contained in our report.

Froxfield CE School SEND Information Report

1.What should I do if I think my child may have special educational needs?

Froxfield CE School, “where children love to learn,” is an inclusive mainstream setting. We value the individuality of all children. We are committed to giving every pupil every opportunity to achieve the highest of standards and we offer a broad and balanced curriculum. Our children are highly motivated learners, and our teachers have high expectations.

Froxfield School has an open-door policy and prides itself in being a school where positive, strong relationships with parents are developed and encouraged. If you have any concerns relating to your child’s learning or development, we encourage you to contact your child’s class teacher as the main point of contact, in the first instance. If you wish to talk further The next point of contacts are Miss Simmons (SENCo) or Mrs Farrow (Head Teacher).

All children may, at some time during their school life, have some difficulty which may be described as a Special Educational Need or disability. This may be temporary or longer term. Our School provides for children with a wide range of Special Educational Needs. ‘Pupils have special educational needs if they need any special education provision that is additional to or different from what is normally available for other pupils. ' (SEND Code of Practice, 2015)

The four areas of Special Educational Needs and Disabilities identified in the SEND Code of Practice are detailed below:

- Communication and Interaction Needs - this includes children with speech language and communication difficulties including autistic spectrum needs
- Cognition and Learning needs- this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia
- Social, mental and Emotional Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- Sensory and/or Physical Needs - this includes children with sensory, multisensory and physical difficulties.

The school is also aware of factors which are not SEND but may impact on progress and achievement and need to be supported.

Froxfield School is a small school and as a result, children receive support from adults across the school which is very much personalised. We believe that children’s wellbeing, enjoyment and learning go hand-in-hand, and these are at the heart of everything we do. We actively seek to remove barriers to learning and participation for all children. We strive to enable children to become effective learners who take pride in their own progress and achievements as they continue their life-long learning journey. Froxfield’s ethos is based on the core Christian values of Love, Courage and Respect and the school creates a nurturing environment where all children can learn and grow together.

2.How does Froxfield CE School know if my child requires SEN support?

We make full use of information passed to our school at the time of a child's transition, including assessments made at nursery/pre-school, to identify any additional needs that pupils may have. Parents / carers and the pupil themselves may also raise concerns about their educational needs.

Progress in all aspects of a pupil's development including learning, and social needs, is closely monitored by the class teacher. Teachers use a range of tools including teacher assessments, observations, tracking of progress data, summative assessments, standardised assessments, diagnostic assessments and more formal tests to monitor development. Learning Support Assistants and other adults involved in supporting pupils' education also closely monitor progress. Slower progress and/or lower attainment will not automatically mean a pupil is recorded as having SEN.

If a pupil is continuing to make less than expected progress, then more targeted support is provided within High Quality Inclusive Teaching, followed by early intervention. This will occur in consultation with Miss Simmons and Mrs Farrow. Early Intervention could be provided through targeted support in the identified areas of difficulty within class, keep-up/catch-up support or a specific intervention. If a pupil continues not to make expected progress, then informed judgements and assessments will be used to identify whether they may have Special Educational Needs and/or Disabilities and further, more intensive support will be put in place.

We contact parents if we have a concern that a pupil may have a special educational need. When deciding whether special educational provision is required, we will look at the expected progress and attainment, the views and the wishes of the pupil and their parents, and the information from school staff working with the pupil, and any outside agencies already involved. We will use this to determine the support that is needed and whether we can provide it by adapting our High-Quality Inclusive Teaching and Ordinarily Available Provision (OAP), or whether something "different from or additional to" is needed. If this is the case, following discussion with parents and/or carers, the child will be placed on the SEND Register. The child will receive support either through a One Page Profile highlighting additional provision for the child's learning, or a Pupil Passport which includes personalised targets. We work closely with pupils and their parents with the Assess, Plan, Do and Review Cycle. Together we find out more about a pupil's needs, agree targets and longer-term outcomes and discuss how we will work towards these. We regularly review progress together.

Those pupils with more complex needs requiring specific additional support may have an Education Health Care Plan (EHCP) awarded by the local authority.

3.What are the roles of staff in supporting my child?

The class teacher will oversee, plan and work with each child with SEND to ensure that progress is made. In addition, there may be a Learning Support Assistant (LSA) working with your child either individually or in a group. The Special Educational Needs Coordinator oversees support and progress of any child requiring additional support. The Head Teacher/SENDCo and class teacher have Pupil Progress Meetings each term. These meetings are to discuss the progress of pupils in each class. This shared discussion may highlight a child's potential difficulties, for further

support to be planned. Occasionally a child may need more expert support from staff in an outside agency such as an Educational Psychologist, Behaviour Support Professional or a Speech and Language Therapist. Where this is the case, a referral will be made with your consent and forwarded to the most appropriate agency. The school will work in partnership with the agencies and you, as families, to provide further targeted support for your child. We work with 'Springboard Speech and Language' therapists to provide targeted support and advice for children, and we currently have an LSA undertaking training to become a 'Speech and Language Learning Support Assistant'.

4. How does the school make sure that my child's personalised support is working?

We use the SEND four-part cycle of 'Assessing, Planning, Doing and Reviewing' to support all our children with Special Educational Needs and Disabilities. If a child has a pupil passport, their current agreed targets will be written alongside their strengths, challenges and support they need within school. If a child has a one-page profile, strengths, challenges and support they need will be written within this. We carefully consider all the information at each stage to work out and use this to inform the next stage of the process. Assessment information will be analysed from in class data provided by the class teacher, also from "before and after" assessments / progress notes / classroom evidence notes all carried out when a child has additional interventions. Staff, the pupil and parents together, regularly review the effectiveness of the support strategies and interventions, and their impact on the pupil's progress, evaluating and adapting provision accordingly. We can specifically identify the impact of any additional support that is being provided and personalize the best possible support for each pupil. The frequency of the Assess, Plan, Do, Review cycle will be increased if it is identified that the additional support already in place is not achieving the desired outcomes.

5. How does the school evaluate the effectiveness of its provision for such pupils? How does the school know about the progress my child is making?

The school staff team – the Teachers, LSAs and SENDCo/Head Teacher constantly discuss children's individual needs and progress. Pupils and parents are also involved in this process, and we adapt provision accordingly. As a school we measure children's progress in learning against National expectations, age related expectations and other standardised assessments. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year R through to the end of Year 6, using a variety of different methods including half-termly phonics assessments, National Curriculum expectations and Reading, Spelling and Maths tests. Each year group has a cohort tracking file where progress data is stored. Children who are not making expected progress are picked up through Pupil Progress Meetings with the class teacher and SENDCo/Head Teacher. In this meeting a discussion takes place to explore why an individual child may be experiencing difficulties and what further support can be given to aid their progression.

The school evaluates the extent to which additional support has had an impact on the child's educational progress through careful regular tracking of children's progress and discussions with all involved, including the pupil and parents, adapting provision accordingly.

The Special Educational Needs Governor has regular meetings with the SENCO/Headteacher and visits the school with a Special Educational Needs and / or Disabilities (SEND) focus. The Governing Body is also kept well informed about SEND matters.

6. How will I know how my child is doing? How will you help me to support my child's learning?

We operate an open-door policy. We welcome parents and carers to make an appointment to see us, class teachers or the SENDCo/Headteacher. We are always happy to talk through anything about your child at any time, not just at Parent/Teacher meetings. We also offer advice and practical ways on how you can support your child's learning at home. We believe that your child's education should be a partnership between home and school, therefore we communicate regularly, especially if your child has complex needs. When appropriate, we operate a home / school link book which your child will bring home regularly so that comments from parents and teacher can be shared and responded to when needed. It provides a useful two-way record of information. We continually share success and concerns regarding progress with parents. A meeting will be arranged with parents if it is identified that their child may require early intervention to help try to accelerate their progress or if their child may need to move onto the SEND register. This will be shared with all adults who support the child so that they understand how to best meet the child's needs. Relevant information shared and gathered will be used to inform the child's Pupil Passport and progress towards targets set will be shared with parents at least termly. Meetings with outside agencies will take place as required. If your child has complex SEND, they may have or the school may apply for, a Hampshire Education Health Care Plan. This will involve more formal meetings taking place to discuss your child's ongoing progress and reports will be written. Formal EHCP reviews happen annually.

Pupil Passports

All children with SEND have a Pupil Passport which is regularly monitored and updated. These include information about the child and their interests, their strengths, their challenges, and the personalised support strategies they need in class to support them with any barriers to learning. These booklets also include information about the child's individual targets they are working on. Pupil Passports are referred to, discussed and updated regularly with the school staff, the pupil and parents.

7. How will Froxfield CE School support my child?

Examples of support for pupils with SEND may include:

- Adapting or varying the way learning activities are planned, delivered or recorded
- Adapting learning materials such as equipment and activities to suit each pupil's needs
- Pre-teaching of key skills or catch-up/keep-up support
- Offering small group support to develop skills and understanding identified in Pupil Passports
- Targeted 1 to 1 support times, breaking down tasks, giving additional individual 'checking-in' support, providing visual supports,
- Adapting the environment with specialist equipment or resources.

All pupils' learning is planned by the class teacher. The Headteacher/SENDCo oversees the learning and progress of all pupils with SEND and coordinates any additional support for pupils. All staff are skilled in delivering High Quality Inclusive Teaching to meet the needs of all the pupils in their class. They plan a range of activities so that all pupils can learn as well as possible. All pupils, including those with SEND, will receive appropriate support in class from their teacher and LSA. The class teacher alongside the Headteacher/SENDCo will discuss individual child's needs and what support will be most appropriate. This may include additional general support by the teacher or Learning Support Assistant (LSA) in class. If appropriate, specialist resources will be available to further support children. Individual children require varying levels of support which changes over time. This will be an on-going discussion with parents. If a pupil has been identified as having needs related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills etc, then the pupil may be placed in a small focus group or will work individually with a member of staff. These are known as interventions. This may be run by the teacher or Learning Support Assistant. The length of time of the intervention will vary depending on need and rates of progress. The progress of individuals on interventions will be regularly reviewed by all involved to monitor the effectiveness of the provision for the pupil and to inform future planning. Extra time for statutory tests can be awarded / agreed if children with SEND match specific criteria.

8. How will the curriculum at Froxfield CE School be matched to my child's needs?

Froxfield CE School makes all reasonable adjustments to meet the range of special education needs which pupils have in our school. High Quality Inclusive Teaching ensures that all curriculum work is adapted to support all the pupils' specific needs. This includes adapting the curriculum at a group and individual level. Teaching staff and LSAs may provide extra targeted support. All children can access each lesson and learn at their level.

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

The SEND Assess, Plan, Do, Review Cycle ensures on-going discussions with school staff and parents, and the child. The class teacher alongside the SENDCo/Headteacher will discuss the child's needs and what support would be appropriate. We ensure that the needs of all children who have Special Educational needs are met to the best of the school's ability with the funds available. Different children will require different levels of support which may change over time. We have a team of LSAs who deliver programmes and catch-up support designed to meet children's needs. We closely monitor the impact of this intervention on individual pupil's achievement to ensure there are improving rates of progress and we adapt accordingly. Additional resources are purchased where appropriate to meet specific needs. The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.

10.How will my child be included in activities outside of the school classroom including school trips?

We will endeavour to provide additional support or make appropriate adjustments to ensure that all children with SEND can access the range of extra curriculum activities open to all children. All children are included in all parts of the school curriculum, and we aim for all children to be included on school trips. A risk assessment is carried out prior to any off site activity to ensure the safety of everyone. Visits and trips are planned to match the curriculum and so that all children can

access them, including residential trips. All children are entitled to join in any after school activities that are available for their year group.

11. What support will there be for my child's overall wellbeing?

All staff believe that having high self-esteem is crucial to a child's well-being. We have a dedicated, caring and understanding team looking after our children and the safety and wellbeing of your child is at the heart of everything we do. We are supporting all pupils across the whole school to use "Zones of Regulation" to foster and develop their self-regulation and skills for emotional control.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. The class teacher is parents' first point of contact.

If further support is required, the class teacher will liaise with the Headteacher/SENDCo for further advice and support. This may involve working alongside outside agencies such as NHS Health Therapy Services, and/or the Behaviour Support Team.

The school also has an ELSA (Emotional Literacy Support Assistant) who works under the direction of the SENDCo / Head Teacher to support individual children. Support for pupils can be on a long- or short-term basis. Should parents need any support relating to their child's behaviour at home, they can seek advice from our Parent Support Worker.

As a school we have a very positive approach to behaviour management with a clear reward system that is followed by all staff and children. If a child needs it, a Positive Support Plan is written alongside the child and parents to identify the specific issues, put relevant support in place and set targets.

Attendance of every child is monitored. We place high importance on strong attendance of 97% and above. Regular school attendance is essential to ensure that all children, including those with Special Educational Needs and Disabilities (SEND), make the best possible progress and achieve positive outcomes. Evidence shows that absence can create gaps in learning, which may affect children's progress, confidence and ability to access the curriculum. We recognise that children may sometimes be unwell and need time away from school to recover. However, if you are experiencing difficulties getting your child into school, please contact us as soon as possible so that we can work together to identify any barriers and provide early support. Our Family Link Worker (FLW) is available to support families, and appropriate adaptations, adjustments and strategies can be put in place to help meet individual needs and improve attendance. We are committed to working in partnership with parents and carers to ensure that every child feels supported, can access their education and has the best possible opportunity to thrive and achieve their full potential. Good attendance is celebrated, for example in celebration worship and with house points at the end of each half term.

12. How will my child be able to contribute their views?

We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised. Children who have Pupil Passports have regular meetings with their class teacher and parents to discuss their strengths, challenges, support in the classroom and targets they will work towards.

If your child has an EHCP (Education Health Care Plan) their views will be sought before any review meetings.

The SENDCo/Headteacher spends additional time talking individually to children with special educational needs to seek their views and this is used to inform future planning and work towards further reducing their barriers.

13.If they should be needed, how does the school manage the administration of medicines?

The school has a policy regarding the administration and management of medicines on the school site called Supporting Pupils with Medical Conditions Guidance .Parents need to contact the Admin Office if medication is recommended by Health Professionals to be taken during the school day.

The Admin Office oversees the administration of any medicines. As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff can manage medical situations.

14. What training is provided for staff supporting children and young people with Special educational needs and disabilities

Regular Continuing Professional Development (CPD) opportunities are planned for all staff at Froxfield CE School to meet the needs of the pupils in school.

The SENDCo attends SENCO Circle every half term with local SENCOs and two EPs, she attends SEN County update meetings and conferences, and she keeps up to date with regular further training for supporting children with SEND.

Different Teaching Staff and LSAs have received training on how to support children with specific SEND needs, and specific programmes and interventions, to ensure that we have expertise in supporting a range of special educational needs. We work closely with outside agencies, such as Educational Psychologists and specialist teachers, and are given additional training and support through them. A member of staff is trained as an ELSA, (Emotional literacy Support Assistant). She regularly meets with other local ELSAs and an Educational Psychologist.

In 2022-2023 all class teachers at Froxfield CE School attended the HIAS SEND Big Inclusion Project. This was developed over eight sessions. Staff worked with HIAS advisors and colleagues from other schools, to share expertise and further develop knowledge and understanding to support pupils with a wide variety of SEND.

In 2024-25 further training on inclusive practice was undertaken by a member of the teaching team. This was disseminated through staff training.

In 2025-2026 teachers and LSA's were given training on Ordinarily Available Provision which is regularly discussed and monitored by the SENCo alongside sharing best practise within staff meetings. A SEN Teaching and Learning/ Improvement adviser from HIAS also visited the school with the SENCo. Learning environment were a focus of this visit and suggestions surrounding calm, purposeful learning environments, visual aids and OAP in class were focussed upon ready for the 2026 academic year.

Froxfield CE School fully understands the importance of regular staff training and development to enable us to fully support children with Special Educational Needs in our school. Regular Continuing Professional Development (CPD) opportunities are planned for school staff to meet the needs of the pupils in school. We would prepare for a child coming to school with needs the staff had not previously supported by organising further targeted staff training to enable us to fully support these needs.

15. **How accessible is Froxfield CE School?**

We are happy to discuss individual access requirements. We would work with Specialist Teacher Advisors to advise and secure provision and advise on supportive equipment. We will work with the Local Authority to consider all accessibility issues to provide for children with SEND. We would ensure that the necessary resources are provided to enable all children to access the curriculum. The school has a disabled toilet. For further information see our accessibility plan.

16. **How are parent/ carers currently involved in Froxfield CE School? How can I get involved and who can I contact for further information?**

Parents / carers are invited to attend new parents' meetings, open mornings, parent learning sessions etc. We welcome parents/carers and are happy to meet/discuss at any time, not just at parents' evenings.

The class teacher meets with parents at least termly to discuss pupil's needs, support and progress, results of assessments carried out, and how to support at home. The SENDCo / Headteacher is available to discuss support in more detail. If appropriate, outside agencies will meet with parents and staff, to discuss pupil's needs and assessments, support and progress.

We use our Reading Record books as home / school link books which can be used for regular contact between school staff and parents / carers. Parents can also contact the class teacher through the Class Dojo platform.

If a pupil has been identified as having a special educational need, they will have a Pupil Passport or One Page Profile. The SENDCo/Headteacher meets regularly with individual children, for the children to share their views about their strengths, challenges and helpful support strategies in school. Pupil Passports and One Page Profiles are written with the class teacher and shared/discussed with the child and parent/s / carers. Where a pupil passport is in place, clear targets which the pupil will work towards within a set period of time, are discussed and agreed upon. We work with parents so they understand how they can support their child in working

towards the agreed outcomes. Pupil Passports are reviewed and updated regularly by the teacher and child; these are shared with parents at least termly.

17. How are children currently involved in Froxfield CE School?

Froxfield CE School places a high importance on ensuring that children with special educational needs can contribute their views, particularly in relation to provision for them and their thoughts about how they can best be supported in their own learning. We ensure that their voice is heard, and they are actively involved in the decision-making process regarding their learning. We encourage and provide support to children to enable them to do this.

Children who have Pupil Passports have regular meetings with the SENDCo/Headteacher, their class teacher, and parents to jointly discuss their strengths and challenges, their targeted support, and the outcomes the child agrees to work towards within a specific period of time. Progress Review meetings are organised at the end of this period where new outcomes are jointly agreed on.

The SENDCo/Headteacher spends time talking individually to children with special educational needs to seek their views and this is used to further improve opportunities for them. Specialist staff that we work with, e.g., Educational Psychologists, also ensure that children's views and opinions about their own needs and learning are sought and acted upon.

If your child has an EHCP (Education Health Care Plan) their views will be sought before any review meetings.

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

We encourage all new children and parents / carers to visit the school prior to starting when they will be shown around the school. For children with SEND we would encourage further visits to assist with familiarisation of the new surroundings. We would also aim to visit them in their current school, should this be possible. We write social stories with children if transition is potentially going to be difficult. When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits**.**

We liaise closely with school staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. We liaise closely with outside agencies. The ELSA can be involved where necessary, to aid a child's smooth transition to/from another school.

Children with an Education Health Care Plan (EHCP) will identify secondary school preference in year 5. The SENCO from the chosen secondary school is invited to attend a meeting to discuss plans to put into place for transition, dependent on County offering them a place in their preferred school. If your child has complex needs, then a transition meeting will be arranged during which we will invite staff from both schools to attend. We review the environment and resources to match the needs of the pupil.

19. How does the School and Governing Body involve other services to support pupils with SEND?

In a support and challenge role, the Governors ensure that the school is inclusive and treats all children and staff in an equitable way. Governors monitor and review the accessibility plan and all statutory policies. As a school we can access a range of outside agencies that we feel are relevant to individual children's needs within our school including – Educational Psychologists, Primary Behaviour Support, CAMHs (Child and Adolescent Mental Health), Outreach support from local Special Schools and Specialist Teacher Advisors, GPs, school nurse, paediatricians, speech and language therapists, occupational therapists, social services including Locality Teams and social workers etc.

20. What steps should I take if I have a concern about Froxfield School's SEND provision?

At Froxfield CE School we have an open-door policy. If you have any concerns, please do not hesitate to talk to us. We know how important communication between school staff and parents is as this allows us to work as a partnership to support the learning and progress of your child. Your opinions are important to us, and we will endeavour to address and resolve your concerns as quickly as possible. If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling the first point of contact would be your child's class teacher to share your concerns. If you feel that you need to talk further, please contact the school office to arrange a meeting with Miss Simmons (SENCo) or Mrs Farrow (Headteacher). You may find it helpful to refer to our SEND policy, which is available on our website SEND-Policy-2025.pdf . If you still feel unsatisfied, refer to the school's complaints procedure which can be found on the school website Complaints-Procedure-March-2024.pdf

21. Where do I get further information about services for my child?

Every school in England is required to publish their own SEN Information Report.
This document is Froxfield CE School's SEN Information Report, and it describes and explains what our school can offer to children with special educational needs. This links to the Hampshire "Local Offer".
Every local Authority is required to publish information about services they expect will be available in their area for children and young people from birth to 25, who have special educational needs and/or disabilities (SEND), and the services outside of the area which they expect children and young people from their area will use. This is known as the Local Offer. The Local Offer will put all the information about health and care services, and support groups in one place. It aims to provide clear, comprehensive and accessible information about the support and opportunities that are available.

This is the link to Local Authority Local offer:

SEND Local Offer | Hampshire CTSH

For further information parents can contact Hampshire SENDIASS for Impartial Special educational needs and support:

https://www.hampshiresendiass.co.uk/