



Frogmore Infant School SEND Information Report

'Happy learners, great achievers'

Our Core Offer

At Frogmore Infant School, we are committed to providing every child with the support, care and guidance they need to access a full and inclusive education. We aim to ensure that all children, including those with Special Educational Needs and Disabilities (SEND), achieve their full potential through a broad, balanced and engaging curriculum.

We recognise the four broad areas of need as outlined in the SEND Code of Practice:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

What kinds of SEND are provided for?

Frogmore Infant School is a fully inclusive setting. We make provision for children across all four areas of SEND and work closely with families and external professionals to ensure needs are effectively identified and supported.



How do we identify children with SEND?

We are committed to early identification through:

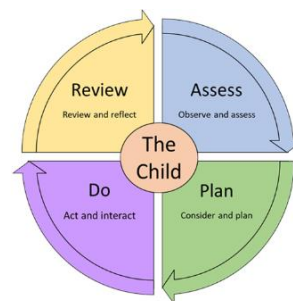
- Close liaison with parents, nurseries and previous settings
- Teacher observations and formative assessment
- Progress tracking and attainment data
- Professional assessments where required

Where concerns are identified, the class teacher will consult with the SENDCo to determine whether additional or different provision is required.

We follow the Graduated Approach:

Assess – Plan – Do – Review

- **Assess:** Identify needs through data, observation and discussion
- **Plan:** Agree outcomes and support strategies
- **Do:** Implement support
- **Review:** Evaluate impact and adjust provision





Ordinarily Available Provision (OAP)

At Frogmore Infant School, all teachers are responsible for delivering high-quality, inclusive teaching. This is known as **Ordinarily Available Provision** and is provided for all children, including those with SEND.

This includes:

- High-quality, differentiated teaching
- Adapted resources and scaffolding
- Flexible grouping and targeted questioning
- Visual supports and structured routines
- Use of assistive technology where appropriate
- Inclusive classroom environments

For some children, additional targeted interventions may be provided. These are time-limited and reviewed regularly. Not all children requiring intervention will have SEND.

What provision is made for children with SEND?

Provision may include:

- Quality first teaching and in-class support
- Small group interventions
- 1:1 targeted support
- Specialist resources and adapted curriculum



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Specific interventions include:

- Speech and language programmes, for example Language Link
- Motor skills groups
- Sensory circuits
- Lego therapy
- Reading and phonics interventions
- Social and emotional support programmes

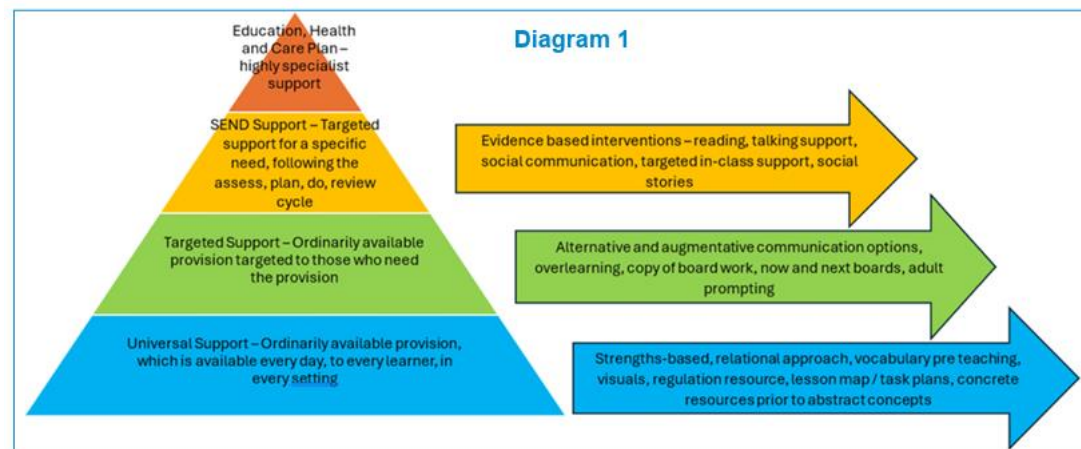
How do we assess and review progress?

- Termly pupil progress meetings with teachers and senior leaders
- Ongoing formative assessment
- Regular review of interventions
- Annual reviews for pupils with EHCPs

We monitor individual progress and evaluate the effectiveness of provision.

Whole-school evaluation includes:

- SENCo monitoring and provision mapping
- Analysis of progress data
- Regular governor oversight
- External professional input where appropriate





How do we support teaching and learning?

Teachers:

- Adapt lessons to meet individual needs
- Use ongoing assessment to inform planning
- Provide feedback to support next steps

We ensure that:

- All reasonable adjustments are made
- The environment is adapted where necessary
- Learning remains accessible for all

Emotional and social development

We provide a safe, nurturing environment through:

- Strong safeguarding systems
- Emotion Coaching and Zones of Regulation
- PSHE curriculum and circle time
- Individual learning plans
- Nurture provision



Accessibility

Our school is fully accessible:

- Wheelchair accessible building
- Disabled toilet and hoist
- Adaptations made in line with the Equality Act 2010
- Accessibility Plan in place (reviewed regularly)

Expertise and training

- SENDCo holds relevant qualifications and attends regular training
- Staff receive ongoing professional development
- External specialists support staff training
- Staff trained in safeguarding, first aid, and medical needs

Specialist equipment and facilities

We provide:

- Specialist equipment (e.g. therapy resources, ICT tools)
- Adapted classroom resources
- Support from external services for additional specialist equipment



Working with parents

We value strong partnerships with parents:

- Open door policy
- Regular meetings and updates
- Involvement in planning and reviewing support
- Contribution to Individual Learning Plans (ILPs) and EHCP reviews

Parents are encouraged to share concerns and contribute to decision-making.

Involving children

Children are supported to:

- Contribute to their learning goals
- Share their views in reviews
- Understand their targets and next steps

We are so thankful that the staff are so understanding and helpful. It's clear they care about him and are great of thinking up small adjustments that have had a positive difference for him.

Parent view from March 2026 forum

They are always happy to keep you informed and take your views seriously in a timely way. I always feel like I partner with them in my child's education and I feel they genuinely have her wellbeing at the forefront of their practise.

Parent view from March 2026 forum

I like that the school listens to my child, always talks to them and makes sure things are in place for them.

Parent view from March 2026 forum



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Funding and resources

SEND provision is funded through:

- The school's Notional SEND Budget
- Additional funding from the Local Authority (EHCP top-up funding where applicable)

Support is allocated based on need and reviewed regularly.

Decision-making about support

Support is determined through:

- Teacher assessments
- SENDCo involvement
- Parent consultation
- Professional advice (where applicable)



Complaints procedure

If parents have concerns, they should:

1. Speak with the class teacher or SENDCo
2. Escalate to the Headteacher if unresolved
3. Follow the school complaints policy (available on the website)
4. Contact the Governing Body if necessary

Working with external agencies

We work with:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- CAMHS
- Primary Behaviour Support (PBS)
- Physiotherapists
- Autism Outreach
- School Nursing Services



Transitions

We support transitions by:

- Liaising with previous and receiving settings
- Sharing information and arranging visits
- Providing transition resources (e.g. social stories)

The SENDCo oversees transition arrangements to ensure continuity of support.

Preparing for adulthood

Although children are in an early phase of education, we begin to develop:

- Independence skills
- Communication and self-expression
- Social interaction
- Emotional resilience

Exiting SEND support

Support may be reduced or withdrawn, with parents fully involved in the decision-making process, where:

- Progress has been sustained over time
- The child's needs can be effectively met through ordinarily available provision



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SEND Contact

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Further Information

- SEND Policy: School website
- Hampshire Local Offer: <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>
- SENDIASS: www.hampshirendiass.co.uk
- SEND Code of Practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Review Arrangements

This report is reviewed annually.

Last reviewed: May 2026

Next review: May 2027