

SEN Information Report 2026-27

Safe and Happy – Supportive – Respectful – Aspirational – Inclusive

Frogwell Primary School

- *Safe and Happy: We want all children to feel emotionally and physically safe in our school and to enjoy coming here each day. We aim to make our school a happy place for everyone*
- *Supportive: We believe it is essential to provide children with the support they need to succeed both academically, socially and emotionally.*
- *Respectful: We want all members of our school community to treat others and themselves with respect. We believe in the importance of adults modelling respectful behaviours to help children to learn respect.*
- *Aspirational: We believe all children should be encouraged to have aspirations for the future regardless of their starting points. We aim to inspire children and build their confidence to aim high.*
- *Inclusive: We believe our school is a better place if we can include everyone and support those with different needs to experience success in education and in life.*

Date of Report: 01.09.2026

Review Date: 01.09.2027

Governor Responsibility:	Full Governing Body
Governor Lead:	Alison Burge
Nominated Lead Member of Staff:	Imogen Woods
Status & Review Cycle:	Annual

Frogwell Primary School SEN Information Report

Date written: September 2026

Review due: September 2027

School URN: 126479

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1. The Types of SEN Provided For

Frogwell Primary School is a mainstream primary school with an inclusive ethos. We provide education for pupils with a wide range of special educational needs and disabilities (SEND), including but not limited to: - Communication and Interaction Needs (e.g. Autism Spectrum Condition, Speech and Language Difficulties) - Cognition and Learning Needs (e.g. moderate, severe, or complex learning difficulties) - Social, Emotional and Mental Health Needs (SEMH) - Sensory and/or Physical Needs

In addition to mainstream provision, Frogwell operates a Resource Base for Complex Needs (Primary). Admissions are managed through Wiltshire Council procedures.

2. Identification and Assessment of SEN

Early identification of special educational needs is a key priority. Evidence includes teacher observations, assessments, parental input, specialist assessments, and pupil views. This process follows the Graduated Approach: Assess – Plan – Do – Review.

Complex needs may require an Education, Health and Care (EHC) Needs Assessment, following the Children and Families Act (2014).

3. The Graduated Approach to SEN Support

- **Wave 2:** Targeted support for short-term accelerated progress.
- **Wave 3:** SEN Support with IEPs developed collaboratively with parents and pupils.
- **Specialist input:** Advice from educational psychologists, speech and language therapists, and specialist outreach teams.
- **Resource Base:** Small-group teaching, high adult-to-pupil ratios, personalised programmes.

See SEN Visual Policy: <https://www.frogwell.co.uk/attachments/download.asp?file=784&type=pdf>

4. Partnership with Parents and Carers

We maintain an open-door policy and involve parents through consultation evenings, IEP reviews, annual reports, and informal communication. Parents support their child's targets at home and school.

5. Pupil Voice and Involvement

Children's views are gathered through class discussions, school council, IEP reviews, and play-based or visual communication methods.

6. Monitoring and Reviewing Progress

Progress is reviewed via teacher assessments, termly meetings, IEP/intervention reviews, and input from parents and pupils. Support is personalised through One Page Profiles, with three formal review points per year and additional reviews as needed. Referral for specialist assessment may follow if progress is limited.

7. Transition Support

- **Early Years:** Pre-entry visits to site, Class teacher visits to nurseries, Class teacher joining meetings to support the child (e.g support plan review).
- **Year-to-Year:** 'Moving Up' days.
- **Secondary:** Liaison with receiving schools and supported visits, extended sessions in collaboration with Behaviour Support Services and the Local Authority.
- **Mid-year Transfers:** Communication with previous schools, robust visits to school and meet the Head.

Extended transition plans are arranged for pupils needing additional support.

8. Curriculum Adaptation and Support

Adaptations include differentiated materials, visual supports, assistive technology, quiet spaces, and teaching assistant support.

OAP (Ordinarily Available Provision) Provision:

<https://www.frogwell.co.uk/attachments/download.asp?file=843&type=pdf>

9. Staff Expertise and Training

Staff training includes Wiltshire LA OAP guidance, ELSA, Thrive, Forest School, Hearing Impairment, Visual impairment and specialist interventions. Both SENCOs hold NASENCO qualification; additional bespoke training is provided as required.

10. Equipment and Facilities

Specialist equipment is sourced in consultation with professionals and can be trialled through Gympanzees: <https://www.gympanzees.org/?scrlybrkr=19376ec0>

11. Evaluating the Effectiveness of SEN Provision

Frogwell evaluates SEN provision through SENCO monitoring, provision maps, termly pupil progress meetings, annual reviews, parent/pupil feedback, and governor oversight. Data analysis informs ongoing improvements.

12. Emotional Wellbeing and Social Development

Pastoral support includes ELSA staff, a Family Support Worker, mental health trained teacher, school council, clubs, soft-start mornings, and Forest School sessions.

13. Working with External Agencies

Agencies include School Nursing, Educational Psychology, Speech and Language Therapy, Occupational Therapy, SSENS, CAMHS, EMTAS, Family Support services, and parenting programmes.

14. Complaints Procedure

1. Speak with the class teacher
 2. Contact the Senior Leadership Team if unresolved
 3. Meet the Headteacher if still unresolved
 4. Refer to Complaints Policy:
<https://www.frogwell.co.uk/attachments/download.asp?file=801&type=pdf>
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15. Support Services for Parents and Carers

Support includes SENDIASS, WPCC. Policy and OAP information:

<https://www.frogwell.co.uk/page/?title=Special+Educational+Needs+and+Disabilities&pid=46>

16. The Local Offer

Frogwell contributes to the Wiltshire Local Offer:

<https://www.wiltshire.gov.uk/article/7638/Ordinarily-Available-Provision>

17. Review and Governance

This report has been developed collaboratively with parents, pupils, staff, and governors and will be reviewed annually.

Reviewed by: Governing Body Sep 26

Agreed by: Governing Body Sep 26

Further Guidance

- Special Educational Needs and Disability Regulations 2014 (Schedule 1)
- SEND Code of Practice (2015) – Paragraphs 6.79–6.83
- Wiltshire Local Offer
- Wiltshire Ordinarily Available Provision Guidance