

## **SEN Information Report**

September 2024

**Type of Provision:** - Primary Education & Resource Base for complex Needs

**Age range:** - Aged 4 - 11

**Website:** - <https://www.frogwell.co.uk>

**SEND Point of contact:** - Kerry Haines - Interim SENCo, 01249 652815  
[kerry.haines@frogwell.wilts.sch.uk](mailto:kerry.haines@frogwell.wilts.sch.uk). Working days are Mondays and Fridays 8am – 15:30pm

**The types of SEND we provide for:** -

At Frogwell School, we aim to provide an inclusive, broad and balanced curriculum for all pupils, including those with SEND (Special Educational Needs and/or Disability). 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.

In our mainstream school we support children with a range of frequently occurring special educational needs. These include but are not limited to

- Cognition and Learning – children with moderate learning difficulties and specific learning difficulties including dyslexia, dyscalculia and dyspraxia.
- Communication and Interaction – children with Autistic Spectrum Disorder and associated conditions, speech and language difficulties and reciprocal language difficulties.
- Sensory, Medical and Physical – children with hearing impairment, visual impairment, sensory processing difficulties, diabetes and epilepsy.
- Social, Emotional and Mental Health – children experiencing specific anxieties and ADHD.

Parents can apply for a school place through Wiltshire Council Primary School admissions.

[Apply for a school place](#)

Frogwell is privileged to host a Specialist Resource Base for 25 pupils who are identified by the Local Authority as having Complex Learning Needs. These are needs beyond those which a mainstream Primary school can meet. These children typically have varied needs including but not limited to

- Cognition and Learning – children with significant learning difficulties such as global developmental delay.
- Communication and Interaction – children with Autistic Spectrum Disorder and associated conditions, severe speech and language difficulties and significant reciprocal language difficulties.
- Sensory, Medical and Physical – children with significant hearing impairment, significant visual impairment, sensory processing difficulties;
- Social, Emotional and Mental Health – children experiencing specific anxieties and ADHD.

These pupils are placed on the schools roll by Wiltshire Council as part of the SEND Provisioning process. Admission to Frogwell's mainstream classes does not fast track or assume that a child will access the Resource Base Provision.

**Commented [kh1]:** *SCHEDULE 1 SEND Regs 4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.*

**Commented [kh2]:**  
*SCHEDULE 1 SEND regs 1 - The kinds of special educational needs for which provision is made at the school. s.69 C&FA (3)(b)(1)*

### **How we know if children need extra help and what parents/carers should do if they think their child has special educational needs: -**

You or your child's teacher may have a concern about your child. The concern may be about the progress that they are making in their learning, their speech and language, how they are managing the school routines and being with other children or it may be to do with their physical or mental well-being.

We encourage parents to share information with us and to discuss and raise any concerns they may have as early as possible. In the first instance parents/carers should speak to the class teacher, this can be an informal chat about your child, or you can contact school to make an appointment to see your child's class teacher, Mrs Parish (Pastoral Support) or Ms Haines (SENCO).

If a teacher identifies a concern and an area of need for your child, they will ask to meet with you to discuss this. Teachers will work alongside you to explore concerns that school or home may have and identify any support that can be put into place in the classroom as early intervention.

Teachers can raise concerns about children at any time of the year. This is through conversation with the SENCo and parents. Teacher will be advised to use the Graduated Response to Send to help identify areas of need. Through discussion with the SENCo and subject leaders' advice will be given about appropriate early intervention and making adaptations prior to a child being deemed as having a special educational need. Teachers will be expected to use the Wiltshire Ordinarily Available Provision for All Learners documents to ensure they have tailored their teaching to meet needs of learners prior to them being placed on the SEN register.

Teachers formally discuss their concerns and the progress that children have made at Pupil Progress meetings three times a year. At these meetings teachers explain how provision which is ordinarily available to all learners has been used and the impact this has had. They also discuss any early intervention that has been tried. These meetings are the Assess and Review 'part of our 'Assess, Plan, Do, Review' cycle.

If it is evidenced that a child requires support which is additional to and different from their peers, as per the [SEN Code of Practice \(2015\)](#), the school will place the child onto the SEN register. The class teacher will inform parents/carers of the decision to add their child to the SEN register through a conversation followed up with a formal letter. Children who have been identified as requiring additional support and who have been added to the SEN register will have an Individual Education Plan written, detailing the additional support the child will receive. If appropriate, the school will ask your permission to involve one or more external agencies. Additional information about this can also be found in our SEN policy which can be found on our website.

### **How children with special educational needs and disabilities are involved in their education: -**

When a child has been identified as having special educational needs because provision additional to and different from their peers is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Children at Frogwell are encouraged to express their views verbally, in writing or using visuals such as widge symbols or Makaton.

**Commented [kh3]:** *SCHEDULE 1 SEND Regs 2 - Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.*

**Commented [kh4]:** *SCHEDULE 1 SEND Regs 8 - The arrangements for consulting young people with special educational needs about, and involving them in, their education.*

A trusted adult, the class teacher or support staff, will talk to the child about their strengths and explore what the child feels may help overcome any barriers. This may include but is no limited to

- Talking to children about their sensory needs and adaptations to the environment which may support this.
- Trialling adaptive accessories such as pencil grips or ergonomic pens to help develop handwriting.
- Talking to a child about going out of class for interventions.
- Using Blob trees to help us understand how a child perceives themselves and their difficulties.
- Using a 5 point scale to work together on identifying agreed strategies for dysregulation;
- One page profiles.

At regular intervals children will receive feedback on their interventions, looking at progress from their starting points. This may be looking at the number of spellings they can now complete compared to the previous term or discussing the improved behaviour over a period of time.

#### **How we work with the parents/carers of children with special educational needs and disabilities and involve them in their child's education; -**

All Parents/carers are invited to discuss their child's progress at parent's evenings twice a year. During these meetings, discussions will take place around how to support and help your child at home. The school will raise any concerns with parents, and we ask that parents/carers share any concerns or worries that they may have too. Parents will also receive a written report at least once a year.

If your child is on the SEN register, they will have an Individual Education Plan. This plan is written by the class teacher and is shared with parents. We work in partnership with parents to understand what works for their child and we will make suggestions as to how parents can help at home too.

If your child has an EHCP you will be invited to an EHCP review at least once a year from the date of issue, and sometimes sooner if parents or professionals deem it necessary.

These are some of the ways we communicate with parents/carers; the most important thing is for you to talk to the class teacher if you are concerned.

- Informal conversations between parent/carers with the teacher
- Discussions around the child's Individual Education Plan
- Formal parent/teacher meetings at least twice a year which will include discussions around how to support and help your child at home.
- All children with an EHCP will have an Annual Review once a year, parents are able to request an interim Annual Review of an EHCP.
- A written report is sent home once a year, this will have information on progress and attainment. Parents are asked to meet with the class teacher or the SENCO if they would like to discuss their child's report.
- School website with helpful links and strategies to support your child's learning

**Commented [kh5]:** *SCHEDULE 1 SEND Regs 7 - The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.*

We have an above average number of families who have English as an additional language, for these families we can ask for documents to be translated and where necessary have interpreters attend meetings.

#### **Looked after Children (LAC) who also have SEND: -**

At Frogwell School we are considerate to the needs of children who have a looked after status. We are sensitive to the fact that they may have different life experience and staff may need to unpick patterns in their behaviours to help support their specific needs. It is particularly important for staff to be aware of the background and to liaise with adults looking after the child. We expect LAC children to make good progress from their starting points and they will be nurtured to do so. LAC children will have an additional Personal Education Plan (PEP) which is personalised and will cover the range of educational needs that a child may have, including any support that is required. This plan will be written in conjunction with a social worker, other professionals and the family/carer as deemed appropriate. The PEP will have targets for the adults and child. It will detail who will carry out the support, when this will take place and when it will be reviewed. Some looked after children have special educational needs which require support which is additional to and different from their peers. In this case an Individual Education Plan will also be written in line with the school SEND policy and procedures.

**Commented [kh6]:** SCHEDULE 1 SEND Regs 1 - The kinds of special educational needs for which provision is made at the school. s.69 C&FA (3)(b)(1)

#### **Matching the curriculum to the child with special educational needs and disabilities: -**

In the mainstream setting The Early Years Foundation Stage Curriculum is followed, as is the National Curriculum. Sometimes it is necessary to tailor this or to find alternative ways to access the curriculum. We use Wiltshire's Ordinarily Available Provision for All Learners to help us make informed decisions about appropriate adaptations. This may result in, but is not limited to, children using technology to access lessons, having access to modified materials or being given extra time to complete a task.

**Commented [kh7]:** SCHEDULE 1 SEND Regs 3(c) - the school's approach to teaching pupils with special educational needs;

Sometimes these adaptations are not enough to ensure the child makes accelerated progress. It is therefore necessary for the child to spend time completing an intervention which specifically addresses an area of need. This intervention will usually happen outside of the classroom for a short amount of time. These interventions are planned carefully to ensure a child does not spend too long out of the main class to prevent them from having a reduced curriculum experience.

In the Resource Base the curriculum we offer is based on the National Curriculum but adapted to best meet the needs of all children with an EHCP. [Need more about offer in RB](#)

#### **Accessing the school environment: -**

At Frogwell School we adapt the curriculum and the learning environment for pupils with special educational needs in line with our Accessibility Plan ([hyperlink the Accessibility Plan](#)). We also incorporate the advice from professionals provided as a result of assessments and the strategies described in Education, Health and Care plans.

**Commented [kh8]:** SCHEDULE 1 SEND Regs 3(d) - how the school adapts the curriculum and learning environment for pupils with special educational needs;

The school building is wheelchair friendly with ramps to all areas. There are handrails in strategic places to support people with mobility problems. There is an accessible toilet which is wheelchair friendly and a space for changing nappies/pads. There is disabled parking bays close to the school to support children, parents/carers and visitors accessing the building.

The environment has been assessed by the visual impairment and hearing impairment team and adaptations put in place for individuals including the use of a Roger Radio Aid.

Visuals are used throughout the school and are evident in classrooms and shared areas. Visuals use Widget symbols and staff use Makaton signs.

#### **Resources, provision and services: -**

The school receive a Notional SEN budget to spend on supporting the most vulnerable pupils in school. This funding can be spent on staffing, resources or provision. For some children with an EHCP the school receives additional funding to enable the school to put in place additional provisions to meet the needs specified in the plan. **Children in the Resource Base receive \*\*\***

Resources may include assessment materials, interventions or accessories to ensure a child can effectively access a lesson.

Provision may include the commissioning of outside provider such as Bath Rugby Foundation to provide mentoring and play therapy.

Sometimes Frogwell is not able to provide adequate provision for a child. In these cases, Alternative Provision may be sourced. The school or the Local Authority may find this alternative Provision. Only provider approved by the Local Authority will be commissioned for use.

Staffing includes Teaching assistants supporting in class during lessons and in small groups or 1:1 delivering interventions. We also employ pastoral staff to support the social and emotional well being of children.

Where external advisors recommend the use of equipment or facilities which the school does not have, the school will purchase it using the notional SEN funding or work with professionals on arranging a loan of equipment.

#### **Reviewing progress and planning next steps: -**

At Frogwell we use the Assess, Plan, Do, Review approach for all children with SEN.

##### Assess

Every child at Frogwell has their progress tracked and discussed through Pupil Progress Meetings at least three times a year. During these meetings the teachers' formative assessments and knowledge and experience of the child are discussed with the Senior Leadership team, including SENCo. The child's developmental journey is studied as well as comparing against national data. This is all considered alongside parental and child's views and any advice from outside agencies.

##### Plan

During Pupil Progress meetings children needs are discussed and recommendations made to class teachers about how to meet unmet needs. This may be through adaptations to the environment or curriculum as part of provision which is ordinarily available to all learners, or it may require provision which is additional to and different from their peers. These are likely to take the form of an intervention which takes place outside of the classroom or significant adaptations which others would not usually access. Any provision which is additional to or different from children's peers will be detailed on an Individual Education Plan (IEP). This plan will be shared with parents. The IEP will detail area of need, desired outcomes, support and

**Commented [kh9]:** SCHEDULE 1 SEND Regs 6 - Information about how equipment and facilities to support children and young people with special educational needs will be secured.

**Commented [kh10R9]:** SCHEDULE 1 SEND Regs 3(e) - additional support for learning that is available to pupils with special educational needs;

**Commented [kh11]:** SCHEDULE 1 SEND Regs 3(b) - the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

resources required and when a review will take place. Any additional provisions will be implemented by the class teacher.

#### Do

The class teacher remains responsible for working with the child on a daily basis and will work closely with any additional support staff, SENCo and outside agencies to implement the IEP. Teachers will ensure skills learned in interventions are transferred back into the classroom and will monitor their progress. The SENCo will support the class teachers in monitoring the effectiveness and will advise on the effective implementation of support.

#### Review

The IEP will be reviewed at least three times a year. This review will evaluate the impact of the additional to and different from provision both in isolation and how the skills is transferred into daily life in the classroom. Feedback from parents/carers will be sought to see evaluate how they feel their child has progressed. The reviews of IEP's will feed into the Pupil Progress meetings where the next round of IEP's will be planned using the holistic approach to assessment of a child's needs. If there is a sustained period of insufficient or no progress the school may decide to gain advice from specialist services. If a child has made sustained or significant progress and they no longer require provision which is additional to and different from that which is ordinarily available to all learners as part of high quality teaching they will no longer be deemed as requiring SEN support. At this point after discussion with parents/carers the pupils will be removed from the SEN register.

#### Specialist support for your child: -

Staff have a range of qualifications and experience in supporting, assessing and teaching children with Special Educational Needs. Staff are deployed in a range of ways depending on skills and training.

- Teaching in the resource base
- Direct teaching or support
- Supporting the Assess, Plan, Do, Review Process
- Providing training
- Supporting parents/carers
- Working with outside agencies to deliver specific programmes

All staff access a wide range of training and development opportunities. Training depends on the current needs of children with SEND and this can change over time. Training can be led by the SENCo, subject leaders, the Local Authority or other outside providers. We currently have staff trained in the following specific programmes

- Lego Therapy
- Thrive
- ELSA
- Team Teach
- Makaton
- TACPAC
- Story Sharing
- Attention Autism
- Narrative Therapy
- Colourful Semantics
- Talk Boost
- Boosting Reading @ Primary

**Commented [kh12]:** *SCHEDULE 1 SEND Regs 11 - The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.*

**Commented [kh13R12]:** *SCHEDULE 1 SEND Regs 5 - Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.*

- Little Wandle Phonics & Rapid Catch Up.

The SENCo holds the National Award for SENCo, PGCert for Vulnerable Learners & Inclusion and PGCert in Special Education: autism (children)

Designated teachers, Teaching Assistants and admin staff have undertaken first aid/paediatric first aid training. Staff administer medication in line with the medical policy and where appropriate individual health care plans. **Any staff who have specific medical training**

We also work in partnership with a range of outside agencies. Our level of engagement with each service depends on the needs of the children at any given point. Examples of agencies we work with include, but are not limited to

- Special Educational Needs Support Service
- Behaviour Support Service
- Educational Psychologist
- Speech and Language Therapists
- Occupational Therapists
- Sensory Impairment service
- Children and Adolescent Mental Health Service
- School Nurse
- Social Care

These services may advise and support our staff in a range of ways including delivering training, assessing and monitoring children and recommending support programmes for children.

#### **Joining our school or transferring to a new school or the next stage of education: -**

When a child starts our school, whether that is in EYFS in September or at any other time during their school career, we will liaise closely with the child's parent/carer, previous setting and any active outside agencies to ensure we fully understand the child's needs. We aim to have provision in place before the child starts to ensure we can meet a child's needs from the moment they start with us. Some children may benefit from an enhanced transition programme. This may include but is not limited to

- Extra visits to our school before a child's start date to visit the environment and key staff
- Sharing of social story photo books
- A soft start whilst the child adapts to the new environment and routine

We have good relationships with all our local secondary schools and specialist secondary schools. We work closely with them in the lead up to the end of year 6 to ensure all children have a successful transfer experience. Our Year 6 teacher and SENCo will liaise with the Year 7 link teacher and SENCo in term 6 prior to transition. During these meetings each child will be discussed and needs and current provision details passed on.

Children who have an EHCP do not apply for a secondary school through the usual admissions procedure. Instead, a Transition Review will be held in term 4 of year 5. It is advisable to look at secondary schools from the start of year 5 and if you have a preference, we can invite the secondary school of your choice to the Transition review so they can understand the needs of your child. The Local Authority will consult with your chosen school and they school will have to say whether they feel they can meet your child's needs or not.

#### **Accessing activities outside the classroom: -**

**Commented [kh14]:** SCHEDULE 1 SEND Regs 12 - The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

**Commented [kh15]:** SCHEDULE 1 SEND Regs 3(f) - how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs;

Frogwell is a fully inclusive school and as such we expect all children, regardless of need, to have the same educational experiences and opportunities.

We provide a range of after school clubs for children catering for all year groups. Clubs are advertised through the school email and newsletter and all children are encouraged to apply and take part where space allows. The SENCo and Pastoral Teaching Assistant oversees the applications and supports families who may find the application process difficult.

Each year group participates in off site activities to support our rich curriculum. **We also take our year 6 pupils on a residential trip**. It is expected that all children will take part in these trips, regardless of need. Planning and risk assessments will consider the needs of children who may have special educational needs and adaptations made to ensure the child can be fully involved in the trip. This may include but is not limited to

- Photo stories to support understanding and acceptance of a new environment and experiences
- Liaising with a venue about use of accessibility tools such as a disabled toilet or ramp
- Additional support staff
- Arranging for a child's dietary requirements to be met

We recognise that extracurricular activities, off site visits and residential trips can place extra demands on children, parents/carers and staff and we work in close partnership with everyone to ensure we can provide practical solutions which safely meet everyone's needs.

#### **Supporting my child's social and emotional development: -**

We offer a holistic approach to understanding and meeting the needs of all our children, including those with SEN. On a whole school level, including those with SEN, we offer

- A robust PSHE curriculum at whole class level **(do you follow jigsaw)**
- Supported play at playtimes/lunchtime
- Whole school Thrive

On an individual or small group level we offer

- Thrive
- ELSA (Emotional Literacy Support)
- Interventions such as Socially speaking, co-operative games and Lego therapy
- **Use of the Den?**

Our behaviour policy is based on a relational approach. Relationships are vital for all children to feel safe, that they belong and to understand themselves, others and the world. Our relational approach influences the whole school ethos, systems and policy and is explicitly taught to all children.

Some children who have Special Educational Needs may find regulating their feelings and emotions difficult, particularly if their primary SEND need is social and emotional. For these children we have a targeted planned approach which is based on understanding the child's behaviour, developing a relationship with them and having a calm response which enables the child to feel safe whilst they regulate. This may be written in conjunction with the SENCo or with outside agencies such as the Behaviour Support Service or Child and Adolescent Mental Health Team.

#### **Evaluating the effectiveness of the provision made for children with special educational needs: -**

**Commented [kh16]:** *SCHEDULE 1 SEND Regs 3(g) - support that is available for improving the emotional, mental and social development of pupils with special educational needs.*

**Commented [kh17]:** *SCHEDULE 1 SEND Regs 3(a) - how the school evaluates the effectiveness of its provision for such pupils;*

At a strategic level the special educational needs provision at Frogwell is evaluated as part of the whole school improvement action plan by the Senior Leadership Team and governors. In addition to this the Local Authority School Improvement advisor provides external monitoring. The SENCo and SEN governor meet at least 3 times a year to discuss the strategic pathway of SEN and to review what has taken place.

At an operational level the SENCo meets with teachers regularly to discuss the effectiveness of the provision in place for children with Special Educational Needs. The SENCo also reviews the effectiveness of the Individual Education Plans and the additional to and different from provision that is detailed within these plans.

#### **Complaining about SEN provision: -**

If parents/carers have concerns about their child's progress, learning needs or behaviour we would encourage them in the first instance to speak to their child's class teacher. If a parent/carer feels that their concern has not been resolved or feels that they need further clarification, then we would encourage them to speak to the SENCo, deputy head or headteacher. If a parents does not feel like their concern has been addressed they may escalate there concern to a complaint by following the schools complaints procedure [Complaints Policy](#)

**Commented [kh18]:** *SCHEDULE 1 SEND Regs 9 - Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.*

#### **Support services for parents of children with SEND: -**

We are fully committed to working in partnership with our parents/carers. We are constantly reviewing what we do and would welcome suggestions from families about how we can develop our support.

**Commented [kh19]:** *SCHEDULE 1 SEND Regs 11 - The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.*

We currently have a Pastoral Support Assistant who is available every morning to support parents and children, enabling them to thrive at home and school by offering non judgemental advice and information on a wide range of issues, including but not limited to

**Commented [kh20R19]:** *SCHEDULE 1 SEND Regs 10 - How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils*

- Promoting positive behaviour
- Support for routines at home
- Promoting positive attendance and punctuality
- Support for bereavement
- Support when there is parental conflict and separation
- Referrals to Young Carers
- Referrals to social care
- Signposting to other agencies such as the school nurse and parenting groups.

We have a higher than average number of families who speak English as an additional language. For these families we will translate documents or request an interpreter to ensure they fully understand what is being provided to them.

Parents are encouraged to access the Wiltshire Parents Carer Council (WPCC) website as a source of support and information. The WPCC is an independent organisation which is run by parents' carers for parent carers. Further details can be found following this link [WPCC](#)

We signpost parents to Wiltshire SENDIASS for free and impartial information, advice and support on Specials Educational Needs and Disability. This team supports parents understanding of how local services work and parents/carers & children's rights in relation to the law. Further information can be found following this link [SENDIASS](#)

For families who are seeking additional support and guidance we refer them to the Wiltshire Family Hub: All together supporting families in Wiltshire. [Wiltshire All Together](#) This website provides information about the WPCC, SENDIASS, Family Funds, Wiltshire's Local offer and training courses which offer help, advice and practical tips on supporting children with special educational needs.

**The local authority's local offer: -**

Every local authority is responsible for publishing a Local Offer and making sure it is clear, comprehensive and accessible for everyone to see. It is the first place to look for information about services, advice and support for special educational needs and disabilities from early years to adulthood. Wiltshire Local offer can be found following this link [Wiltshire Local Offer](#)

**Commented [kh21]:** *SCHEDULE 1 SEND Regs 13 - Information on where the local authority's local offer is published.*

**This report has been written in line with the requirements of: -**

- Children and Families Act 2014
- SEN Code of Practice 2014
  - SI 2014 1530 Special Educational Needs and Disability Regulations 2014
    - Part 3 Duties on Schools – Special Educational Needs Co-ordinators
    - Schedule 1 regulation 51– Information to be included in the SEN information report
    - Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

**Commented [kh22]:** *SCHEDULE 1 SEND Regs 3 - information about the schools policies for making provision for pupils with special educational needs whether or not pupils have EHC plans.*

This report should be read in conjunction with the following school policies/plans: Admissions policy, Behaviour and Relationships Policy, Complaints Policy, Equality & Diversity, Intimate Care Policy, Safeguarding & Child Protection Policy and SENDS policy