

Frogwell Primary School and Complex Needs Resource Base
Special Educational Needs and Disabilities (SEND) Information Report

October 2022

In line with the SEND Code of Practice 2015, schools have a duty to publish information on their website about the implementation of the policy for Special Educational Needs and Disability. Within this document, we hope you will find information about the provision in place at Frogwell Primary School, for children with SEND.

Headteacher: Ms. Rachel Neville Assistant Headteacher: Mrs. Lucy Cooper SENCo: Mr. Tom Filer Resource Base Leader: Mrs. Samantha Gumbrell	
This report works alongside the Wiltshire Local Offer https://www.wiltshire.gov.uk/local-offer	
This report outlines the way in which Frogwell School, including its Complex Needs Resource Base, aims to meet the needs of children who are identified as having, at some point in their time at Frogwell, Special Educational Needs or Disabilities (SEND).	
Overview of Frogwell School	<ul style="list-style-type: none">• Frogwell Primary School is an average sized primary school and includes a specialist Resource Base for children with Complex Learning Needs which has planned places for 25 children. There is one class per year group, and all classes have approximately 30 children in them, apart from the Resource Base which has 25 places across two classes.• Frogwell School is one of approximately 12 schools across Wiltshire that also offer provision to children with Educational Health Care Plans (EHCPs) who are identified as having complex learning needs that may not be able to be met through usual mainstream provision. This provision can only be accessed through the decision-making process at Wiltshire Council's Special Educational Needs Panel and the Annual Review process. Admission to Frogwell School does not fast track a pupil to the Resource Base provision. This academic year, the Resource Base has funded places for 25 children.• There are currently approximately 192 children on roll at Frogwell, including the 25 places in the Resource Base provision.• More pupils are known to be eligible for the Pupil Premium than the average (34% as of September 2022).• 18% of pupils in the mainstream school are currently on the SEND Register:<ul style="list-style-type: none">- 4% of our mainstream pupils have an Education, Health or Care Plan (EHCP).

	<ul style="list-style-type: none"> - 14% of our mainstream pupils have a My Support Plan or SEND Support provision. • All Resource Base pupils have an EHCP.
What is the Local Offer?	<ul style="list-style-type: none"> • It is a statutory requirement that all schools outline their SEND provision and support through their SEND Information Report and the SEND Policy. • We also link with the Council's local offer (link above)
What is SENDD?	<ul style="list-style-type: none"> • SEND stands for Special Educational Needs and Disabilities. It describes a wide spectrum of needs and challenges including how individuals communicate, learn and process information, behave and cope with social and emotional challenges; sensory difficulties, physical and medical conditions that affect life and learning. • The 2015 SEND Code of Practice says a child has a learning difficulty or disability if he or she: <ul style="list-style-type: none"> - Has a significantly greater difficulty in learning than the majority of others of the same age, or - Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools • <i>'Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND...Equally it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.'</i> SENDD Code of Practice, January 2015 • The four broad areas of need are: <ul style="list-style-type: none"> - Communication and Interaction - Cognition and Learning - Social, Emotional and Mental Health - Sensory and/or Physical • The support a child receives to enable them to get the most from our curriculum will be tailored to their needs, through differentiated teaching where appropriate, use of specific or specialist equipment and resources and personalised intervention programmes. To achieve this goal, Frogwell Primary School ensures teaching is matched to the needs of each child. This is achieved in the first instance through high quality first teaching. • Some children may require more focused support and additional adults, where appropriate, may be used to meet this need. Some children who have a special educational need may require a personalised targeted intervention to support their learning and enable them to access the curriculum. • We also strive to make all our classes as inclusive as possible, by developing systems and equipment that are designed to remove barriers to learning
What is the school's policy and vision for SENDD provision?	

<p>Who can I talk to about my child's Special Educational Needs and/or Disability?</p> <p>Who is in charge of SEND at the school?</p>	<ul style="list-style-type: none"> • 'Most pupils with SEND will be taught in mainstream classrooms...every teacher is a teacher of SEND' 2015 Code Of Practice • You can contact your child's class teacher about your child's needs. This can be done by making an appointment to speak with them. You may also wish to invite the SENCo as part of the meeting. You can also attend the Parent Consultation Evenings which take place in October and April each school year. • If a pupil requires SEND support then this will be communicated by the class teacher to the parents/carers when the concern is initially identified. • There will then be a referral process, within which the parent/carer are kept informed at every stage. If a pupil requires formal SEND support then parents/carers will receive verbal confirmation and a letter/email. • Our SENCo at Frogwell School is Tom Filer. He has worked as a SENCo for several years, and previously taught in the Resource Base. Our Resource Base Manager is Samantha Gumbrell, who has worked for many years supporting our children with complex needs. Tom and Samantha welcome communication from parents and other professionals and you are invited to contact either of them in person, by telephone or by email, should you have any questions about our school and its SEND provision.
<p>Information on how we consult with parents</p>	<ul style="list-style-type: none"> • Where a child is considered for addition to the SEND register, a conversation will be held with parents to discuss why this would be beneficial for the child. Parents Evening Meetings will also be held twice a year for parents to discuss their child and the Headteacher and SENCo are available to meet at these times. Parents can ask to make a meeting with staff supporting their child and this will be then set up with the appropriate people in attendance.
<p>Information on how we consult with children</p>	<ul style="list-style-type: none"> • Children can discuss their concerns with any member of staff who they feel comfortable speaking with. Following this, staff then follow the procedures for identification of children who may require additional support. Our Pastoral Manager is available four days a week to support pupils, parents and staff.
<p>What provision is available to support children with Special Educational Needs? What is our whole school approach to</p>	<ul style="list-style-type: none"> • Our curriculum is adapted and differentiated as needed to meet the needs of all children, providing the right level of support where needed to enable children to access all areas of learning. • Frogwell has a number of staff trained to use Makaton to support children's communication needs. • At Frogwell we aim to offer an inclusive education for learners who may have difficulties with communication and interaction, cognition and learning, social, emotional and mental health, sensory and/or physical needs.

<p>the curriculum and to learning?</p>	<ul style="list-style-type: none"> • We are currently developing our whole school curriculum, and we consider the needs of our children with SENDD when we are planning the curriculum and how it will be delivered in the classrooms, creating additional resources to support access to learning. • Teachers adapt planning so that individuals have specific learning outcomes through personalised learning and high-quality differentiation. • We will sometimes withdraw children from whole class teaching for short learning sessions with the aim of developing the child's progress and closing the gap in attainment between themselves and their peers. These sessions are both to address specific needs for children, but also to prepare them for learning that is coming up in a lesson or block of learning. • Where appropriate we provide extra adult support in class so that children have the right amount of support to access the curriculum. • We liaise with outside agencies and following their advice on how to help children learn and access the curriculum. • Between lessons, identified pupils have access to a quiet room that is supported by our Pastoral Team. Pupils also have transition support, including opportunities for regular check ins and 'meet and greets'. • Our pastoral interventions include, but are but not exclusive to, Thrive, ELSA, Lego -based therapy, Drawing and Talking therapy and Theraplay. • Restorative practice is embedded within our school culture and all classes use the Zones of Regulation to support emotional regulation.
<p>How does the school evaluate the effectiveness of the provision made for children and young people with SEND?</p>	<ul style="list-style-type: none"> • SEND provision is monitored during formal points of the year. • There are two meetings (SENCo Surgeries) per year for teachers to meet formally with the SENCo and Assistant Head to discuss concerns. As a result of these, there are outcomes for all staff to achieve. • Teachers are required to have input into the whole school SEND provision map, which details the provision that is in place for those children that are on the SEND Register. This is a working document that is reviewed and updated three times per year by the teacher and SENCo. This is monitored and updated in conjunction with a discussion with the SENCo. • Teachers are required to have class provision maps that record the interventions that are taking place within their classes. These are reviewed, monitored and supported by the teacher, Assistant Head and SENCo. These are working documents that are updated three times per year. • Every child that has an Education Health Care Plan has an Annual Review. This is a meeting between school staff and parents/carers. Depending on the child's profile, external professionals may also attend or provide input.

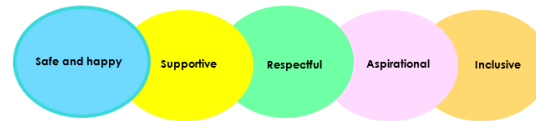
	<ul style="list-style-type: none"> • Every parent/carer of a pupil in the Resource Base receives a brief mid-year report on their child's progress towards their EHCP outcomes. • Every pupil that is supported by a My Support Plan has three Review meetings spread across the year. This is held between school staff and the parents/carers; on some occasions the SENCo may attend to provide further support or answer any questions that may arise. • Frogwell School provides all parents/carers the opportunity to attend two parents'/carer evenings within the academic year. This enables parents and carers to formally meet with their child's teacher and also talk informally with the Head and SENCo. We will try to provide bilingual support when appropriate and available for parents who do not speak English. • The SENCo is responsible for providing the Governors with an annual SEND report. This can include: <ul style="list-style-type: none"> - A profile of pupils at the school with SEND - The number of children with a particular SEND (for example communication difficulties or social, emotional and mental health issues). - Gender of pupils on the SEND register - The skills of staff working with these pupil - The training staff have received and the impact of their improved knowledge and skills on the quality of teaching and learning for pupils with SEND • The SENCo will work closely with the SEND Governor. This can involve visiting classes, talking to pupils/parents/carers, discussing and responding to new legislation and strategically reviewing the provision.
<p>How is the school accessible to children with special educational needs or disabilities?</p>	<ul style="list-style-type: none"> • The 2015 SEND Code of Practice says: <i>Schools have duties to make reasonable adjustments for disabled children and young people to support medical conditions.</i> • At Frogwell we aim to adapt buildings and furniture if necessary so that children are not restricted from using the school fully. • We liaise with outside agencies to ensure that children are able to access learning, and this may include the use of specialist equipment and furniture. • The school buildings are all on one floor with a slope in place for the only area where there a small change in level. There is a wheelchair-accessible toilet facility which can also be used to support children's intimate care needs. • We have a sensory room for children who need this provision. • There are allocated parking spaces for disabled access within the school car park. • All areas of the school are accessible to children with gross motor difficulties. This includes disabled toileting and showering facilities.

	<ul style="list-style-type: none"> • All children have access to Quality First Teaching, delivered by a class teacher. Flexible groupings within class teaching, and strategies to increase curriculum access are used as part of everyday teaching approaches. • If adapted classroom strategies have been tried for a reasonable period of time, children are still finding it challenging to understand and make progress with the curriculum, additional support is arranged through the identification processes outlined within this Report. Additional support delivers focused and targeted interventions through small group work or 1:1 work. The most appropriate provision and who delivers it will be matched to the needs identified. • Within lessons, teachers make adaptations to enable success. This may be through the use of, but not exclusive to, adapted technology (iPads, laptops or AAC devices), pre-teaching, coloured overlays, visual timetables, social stories, brain breaks, multi-sensory approaches, scaffolding and/or longer processing time. • Prior to any adaptations made outside of Quality First Teaching requirements, parents/carers are spoken to regarding any concerns and the use of additional resources or strategies. • There is more information about the school curriculum on our website at www.frogwell.co.uk
<p>The kinds of special needs for which provision is made at the school.</p>	<ul style="list-style-type: none"> • Frogwell Primary makes provisions for children with: <ul style="list-style-type: none"> - speech, language and communication difficulties - learning difficulties - social, emotional and mental health difficulties - sensory and/or physical needs
<p>How does the school identify and assess children with Special Educational Needs?</p>	<ul style="list-style-type: none"> • Some children may start school with their SEND needs already identified, in which case we will work with the existing setting and professionals, as well as the parents/carers to ensure a smooth transition and that the right provision is put in place to support the child. • Parents and carers should approach the class teacher in the first instance regarding concerns they have about their child. Alternatively, the class teacher may have concerns about a child that they wish to discuss with the parents or carers and the SENCo. • Where there is a shared concern, the class teacher, in collaboration with the parents/carers and the SENCo will complete a document called the Wiltshire Graduated Response to SEND Support (GRSS) which is available for all children from Early Years, Key Stage One and Key Stage Two. This document enables us to identify areas of need for individual learners and also signposts us to additional support and strategies that can be put in place to support children. • Depending on the level of support needed by a child, the school, in discussion with parents or carers and the child, may seek to begin completing Individual Education Plan (to identify areas of development and focus for the child) which will set targets to be worked on with the child to support their progress.

	<ul style="list-style-type: none"> • For some learners at SEND Support, the school may recommend that a My Support Plan is completed to develop a more detailed overview of a child's needs and how best to support them. This may be because they have a range of needs but can also be seen as a first step towards requesting specialist support, advice and/or resources which may lead on to the request for a statutory Education Health Care Plan (EHCP) which is known in Wiltshire as a My Plan. • We make regular assessments against the statutory assessment for the Early Years Foundation Stage and the National Curriculum. • All pupils that have an Individual Education Plan, My Support Plan or Education Health Care Plan are on the school's SEND register. • Some pupils who are in receipt of long-term support from external agencies may not automatically need to be on the SEND register. If this is the case, it will be confirmed with the parent/carer. • There are specific screeners and diagnostic tools in place to identify areas of concern. These include: <ul style="list-style-type: none"> - a dyslexia screening tool - sensory sensitivities checklist - Sandwell Maths assessment - Wiltshire speech and language communication tracker - dyscalculia screener - Thrive online screening tool for social and emotional development
<p>Assess, Plan, Do, Review – The Graduated Response</p>	<ul style="list-style-type: none"> • At Frogwell we are constantly assessing the children, focussing our planning and teaching on the child's needs and progress and then reviewing what is working or not working for the child and how we can use this knowledge to inform future planning, teaching and assessment. • We use the age-related skills and expectations to assess children's learning and next steps which informs our teaching, and then may lead us to consider the additional support a child may need as part of this process. • We aim to identify any special educational need as early as possible, which enables us to put the right support in place for our learners. • We also use the target setting process involved in a child's Individual Education Plan, My Support Plan or EHCP and review these regularly to ensure the cycle of Assess, Plan, Do, Review is effective. • The SENCo works with class teachers on a regular basis, to discuss children's progress and where additional support is needed and what this may look like. • Pupils in the Resource Base access a small-steps assessment framework called BSquared. This enables very specific learning outcomes to be set, monitored and assessed.

	<ul style="list-style-type: none"> • Learning outcomes for specific children are broken down through their Individual Education Plan or Education Health Care Plan. A child may also have outcomes set by an external professional. • Pupil progress is monitored throughout the year through regular assessment points, moderation, pupil progress meetings with senior leaders and SEND surgeries.
<p>How will I know my child is doing well and how will you help me support my child's learning?</p>	<ul style="list-style-type: none"> • We have an open-door policy at Frogwell and encourage parents and carers to contact their child's class teacher with any questions and to seek information on their child's learning. • We use Google Classroom in the mainstream and Class Dojo within the Resource Base, to communicate regularly with parents regards the learning that is taking place in the classroom. • Parents will receive information on their child's learning and progress through the Annual School Report which is sent out in the Summer Term each academic year. • The class teacher and/or SENCo may also send home specific strategies and resources to help you support your child at home. • Parents will also receive updates on their child's attainment and progress through the sharing of assessment information at Parent/Carer Consultation evenings and alongside the Annual School Report. This information will inform parents of skills that are yet to be mastered by their child and their progress against the expected standards for each year group. • Where outside agencies are involved, parents will receive a copy of the professional's report.
<p>What opportunities will there be to discuss my child's progress?</p>	<ul style="list-style-type: none"> • Twice yearly Parent/Carer Consultation evenings which run in the Autumn and Spring. • Additional appointments can be requested by parents and carers. • For children who have a My Support Plan or My Plan (EHCP) there will also be additional meetings to ensure that provision is correct for individual children and that needs are being successfully met, including the Annual Review for children with an EHCP.
<p>What support will there be for my child's overall wellbeing, emotional and social development?</p>	<ul style="list-style-type: none"> • We have two Emotional Literacy Support Assistants (ELSA) who support children with a range of difficulties including bereavement, parent separation, self-esteem, resilience and self-worth, to name just a few. • Our Pastoral Manager, Jessica Galvin, leads the Thrive Approach across the school. We also have two additional staff that are trained as Thrive Practitioners. • Possible referral to the School Nurse or Learning Disability Nurse. • Frogwell School is part of the Local Authority and NHS Trailblazer Pilot for Mental Health Support Teams, working with mental health professionals to refer pupils and families to receive support, facilitated within the school. • Possible referral to the Child and Adolescent Mental Health Service (CAMHS). • Class teachers will also engage with any of the services that may be referred to.

- We recognise that children need to be emotionally ready for learning and so have circle times, PSHE, rewards and praise systems to support the above strategies.
- Targeted pupils have access to an alternative 'quiet space' during lunchtimes.
- The school has a clear anti-bullying policy which is embedded throughout the school. The policy can be found on www.frogwell.co.uk
- Frogwell Primary has its own set of values that we all believe in. This is used to create a positive environment for all. Our values are presented to children via our School Code – How we behave to make our values come to life for everyone:
 - Be safe and kind
 - Support others
 - Be respectful
 - Do your best
 - Include everyone
- Every class has a Worry Box where children can post any worries or concerns they have. Those children who are unable to write down their worry have an individual way of recording that are bespoke to them (non-verbal cues). These are then followed up by the class teacher or referred onto the Pastoral Manager. There is also an additional Worry Box that is situated outside our pastoral room, 'The Den'.
- Pupil voice is recorded through a variety of means:
 - Subject leadership monitoring and evaluation activities
 - Annual Reviews
 - Support Plans
 - ELSA support
 - Therapeutic interventions (Drawing and Talking)
 - School Council and class council meetings
 - Assemblies
 - Informal chats
 - Meet and Greets
 - SEND learning walks
 - Governor visits
 - Use of restorative practice (reflection sheets)
- As part of our Pastoral team, we have a Pastoral Assistant who supports families and children with attendance issues. The Pastoral Assistant has the capacity to work directly with families with the aim of



	<p>getting the pupils back into school as soon as is appropriate. Any pupil who does not attend the morning session will be contacted and reasons for absence explored, and appropriate support identified.</p> <ul style="list-style-type: none"> • The school works closely the Behaviour Support Service and Education Welfare Service to actively look at ways to prevent and reduce the number of suspensions and exclusions. This work is then followed up within the Pastoral/SENDD team to support the pupil and teacher. • Any pupil that is suspended has a 'return to school' meeting. This will be held prior to their return to class and is held between the Headteacher / Pastoral manager / SENCo and parents/carers. • Vulnerable pupils are supported by 'Meet and Greets' and 'Check-ins' throughout the day especially at transition times. • All pupils are made aware of relevant safeguarding information. They are reminded throughout the year of the different lanyard colours that may see around the school and what they mean.
<p>How will my child be able to communicate their views?</p>	<ul style="list-style-type: none"> • Through class-based discussions in circle time and PSHE lessons. • Children are engaged in the writing of the Individual Education Plans (IEPs) through the use of a pupil voice questionnaire, differentiated to suit a total communication approach where needed. • Observations of individual children are also used as a means to gain their views. • Children are invited to complete contributions and attend SEND Review Meetings. • By sharing their learning and aspects of their life – this will be through a 'total communication approach' • Children contribute to the writing of their One Page Profiles. • All pupils will be given the opportunity to communicate their views through a variety of means that support our approach to total communication. This may be through a picture exchange communication programme (PECS), Makaton, a written response, a recorded message, video, photographs or a verbal response that can be recorded by the support staff.
<p>What other agencies work in partnership with the school to improve progress and support my child with Special Educational Needs?</p>	<ul style="list-style-type: none"> • Local Authority Specialist Special Educational Needs Service (SSENDS) • Local Authority SENDD Lead Workers • Educational Psychologist • Speech and Language Therapists • Occupational Therapist • Visual Impairment Team • Physical Impairment Team • School Nurse • Learning Disability Nurses Team • Local Authority Behaviour Support Service

	<ul style="list-style-type: none"> • Child and Adolescent Mental Health Service (CAMHS) • NHS Mental Health Support Team • Consultant Paediatricians and General Practitioners • Education Welfare Service • Children's Social Care • School will sometimes make referrals to the above agencies in order to best meet the needs of individual children. • The school may also liaise with outside agencies and professionals who can support parents and carers. • We aim to work closely with any outside agencies that are involved with your child, and having strong working relationships with the above is highly important to us
<p>Partnership with Parents and Carers</p>	<ul style="list-style-type: none"> • At Frogwell we value the partnership between home and school and the strength of working as a team around the child. • We encourage parents and carers to attend school events and workshops, as well as our twice-yearly Parent/Carer Consultation Evenings. • We use 'Google Classroom' (mainstream) and 'Class Dojo' (Resource Base) to share updates regularly about what children are doing in school and their achievements. • Some children also have a Home-School communication book for information sharing between home and school. • All staff endeavour to work closely with parents to get the best outcomes for the children.
<p>Can my child access school dinners, activities and trips with their peers?</p>	<ul style="list-style-type: none"> • We have amazing kitchen staff who work very hard to cater to particular dietary needs. • We aim to include pupils in the Resource Base in as many trips and activities with their equivalent mainstream class as appropriate. • For trips and activities, we work in consultation with parents to consider reasonable adjustments that may be needed for a child that will be participating. • Risk assessments are carried out for trips and activities that happen away from the school site. In the event of reasonable adjustments still resulting in the trip or activity being inappropriate for a child, we will endeavour to provide alternative activities that will cover the same areas of the curriculum. • Any trip/activity is assessed and whenever possible adapted to meet the needs of specific pupils. Barriers to engagement/success are reviewed to enable the participation of all pupils. For example, some pupils may not take part in the whole of an activity or a suitable alternative activity may be set up that will minimise risks of dysregulation.

	<ul style="list-style-type: none"> • All school trips are risk assessed in advance. This risk assessment is checked and agreed with the Educational Visits Co-ordinator and Headteacher before any child can take part. • Any activity or trip that is deemed to be potentially unsafe or inappropriate for a pupil is discussed with the SENCo and/or Headteacher before speaking and consulting the parent/carer. • In some cases, a parent/carer may be invited on a trip, pending the relevant safeguarding checks, if it means their child can successfully attend. This is at the discretion of the Senior Leadership Team and is not possible or appropriate in all cases, and is likely to be in relation to medical needs. • During less structured parts of the day (play and lunch time), vulnerable pupils are supported by relevant staff. • Specific pupils within the Resource Base are supported within a separate specialist play area during play times. • Named pupils have access to a quiet space to eat lunch and socialise during lunch time. This is supported by our Pastoral Team and/or Resource Base support staff. Parents/carers are informed if a child is selected to have this opportunity. • Children with SEND are supported to be a part of the school council. At least one child from every class is within the School Council, including those within the Resource Base.
<p>How are the school's resources allocated and matched to need?</p>	<ul style="list-style-type: none"> • All children receive quality first teaching which is planned to match their needs. • Provisions that are in place for a child are reviewed regularly and from that review process, we are able to establish if there needs to be a change in any provision • Where additional support is needed, such as an intervention programme, the class teacher will liaise with the SENCo (and the Headteacher if the support requires an allocation of staffing) to develop a personal support programme for the child. • All interventions and programmes of support are used with the aim of narrowing the gap between a child's attainment and the attainment of their peers. • Additional support and provision are personalised to meet the needs of the individual. Where a higher level of support and provision may be needed, the SEND Assess, Plan, Do, Review process is used to look at next steps. • For children who have a My Plan/EHCP, they are allocated a 'banding' by the Local Authority that links to funding. The school, alongside parents, carers and other professionals involved in supporting a child's needs decide how the allocated banding and funding is used to best meet an individual child's needs. • Within school there are pieces of equipment in place to meet individual needs. Some of these are provided on loan by the Occupational Therapy, Visual Impairment and Hearing Impairment services.

	<ul style="list-style-type: none"> • Specialist equipment is safely stored in appropriate areas but accessible to relevant staff and pupils when required. • Through a process of requisition, the school utilises funding for the acquisition of resources and equipment to support pupils' needs. This may be through a recommendation from an external agency or an identification of need from a member of school staff. • School staff liaise with the SENCo, Business Manager and/or Senior Leadership Team prior to requesting any additional equipment. • Any pupils with an auditory and/or visual need are supported by the Hearing and Visual Impairment team within the Local Authority. These teams work closely with pupils and school staff to provide support and resources to support specific pupils needs. They also deliver training sessions to staff and will support parents/carers in the home. They will also provide input into Support Meetings and Annual Reviews. • Widget symbols and high-visibility markers are used within the school to support an inclusive environment for children with communication difficulties or visual impairments. • The school can access Audio Loop equipment to support pupils with hearing impairment. These are monitored and maintained by the Hearing Impairment Team within the Local Authority.
<p>What training and development is there for staff supporting children with SENDD?</p>	<ul style="list-style-type: none"> • The SENCo holds the 'National Award for SENCo' and also has a BA in Education with Qualified Teacher Status. • Within the last year, the majority of support staff have been trained to deliver Lego-based therapy and have participated in Thrive induction training. • Our school follows the Thrive approach and we three members of staff that are trained specifically to deliver this. • We have two members of staff that are trained to be Emotional Literacy Support Assistants who attend Local Authority supervision sessions regularly. • A high number of staff have current de-escalation training (Team Teach). • We have a member of staff who has been trained within Makaton for Safeguarding. • Key members of staff, including class teachers and teaching assistants attend training to meet the individual needs of children, especially for those children who have specific medical needs such as epilepsy rescue medication. • The SENCo supports training and staff development through staff meetings, training days and teaching assistant meetings. • Some of our teachers and teaching assistants have training in specific interventions and expertise is shared among staff. These include:

	<ul style="list-style-type: none"> - TACPAC - Story Sharing - Attention Autism - Narrative Therapy - Colourful Semantics - Talk Boost - Boosting Reading @Primary - Little Wandle Phonics Rapid Catch Up <ul style="list-style-type: none"> • Our SENCo attends SENCo Network Meetings and SENCo Cluster Meetings which include training and the sharing of good practice which is then shared with staff. • Staff also work closely with outside agencies, particularly from the Speech and Language Therapy Service and SSENS through their visits and their reports. • In preparation for a child joining with needs that we have not previously supported, at the earliest point of identification we would look at ensuring that the relevant staff have received the training needed. Depending on capacity and availability, this will ideally happen prior to the pupil being on roll, although this is not always possible. If the appropriate training/staff cannot be in place at the point of joining, then we will have a conversation with parents/carers to discuss any specific arrangements. • When we have a child join the school with specific needs for which we need training, this is organised as quickly as possible. This might include medical needs such as epilepsy or severe allergies. • SEND issues, including the opportunity for CPD, is included within weekly school development meetings. • Frogwell Primary is committed to making sure teachers have access to continuing professional development (CPD). Our School Development Plan for 2022-23 includes a focus on CPD for effective teaching strategies based on research from the Education Endowment Foundation on improving outcomes for pupils with SEND. Staff training allows us to share knowledge, strategies and experience and ensure consistency to the school's approach for children with SEND. The school also subscribes to a national online CPD resource to support staff training.
<p>How are children supported in making a positive transition to their next school or phase of education?</p>	<ul style="list-style-type: none"> • Staff work closely with other schools and their approaches to transition when a child is moving schools or phases. • Class teachers work alongside each other to ensure a smooth transition from class to class within the school. • For some children, additional transition arrangements are made in collaboration with another school to ensure that their transition is positive. This may include having members of the new school come and visit them at Frogwell, have a key member of staff from Frogwell go with the child to visit their new school and

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	<p>can also include the development of additional visual resources or social stories to support the transition process.</p> <ul style="list-style-type: none"> • Pupils that transition midyear may need a phased start (this applies more to pupils in the Resource Base). • Where appropriate for pupils with specific SEND need we will hold a Transfer Into School Meeting (TISM) between the previous setting, parents/carers and ourselves. This enables us to identify any particular needs and begin to plan in the appropriate provision before the pupils starts with us. For pupils with an EHCP, this may also involve the SEND Lead Worker and any external professionals that have regular engagement with the pupil, including Portage workers. The TISM process can be used for pupils with SEND who are joining or leaving Frogwell. • Transition from class to class and from setting to setting is personalised as much as possible to meet the needs of an individual. • At the point of transition to secondary school, the Year 6 teachers will meet with the next school to discuss the needs of the child and the provision, which has been put into place in the current setting. The SENCo may support this handover process if needed. • For children with SEND in the Early Years, the Reception class teacher / relevant Resource Base teacher will visit the children in their current setting and provide the opportunity for a home visit. • In the Summer Term, all children have the opportunity to spend time with their new class teacher. Transition meetings are held between the current teacher and new teacher to pass on information about all the children and in particular those with SEND. • All pupils in Year 5 that have an Education Health Care Plan will have a transition review meeting, held between the parents/carers, teacher, SENCo and a Lead Worker from the Local Authority. • For Year 6 children, staff from the secondary schools will visit the Year 6 team to discuss needs and also to meet the children. • We review our transition process during Term 3 in preparation for the new academic year. By this time, we will know where the children are heading in Year 7 and we are able to begin making the necessary arrangements for SEND transition support, such as additional visits. • Permission to share any non-statutory information is always gained from the parents/carers. This consent will be recorded by the most appropriate setting via email or a record of conversation.
<p>What are the arrangements for supporting children and young people</p>	<ul style="list-style-type: none"> • Tom Filer is the Designated Teacher for Looked After Children. He has undertaken appropriate training and works closely with parents and guardians to ensure the best outcomes for the child, socially, emotionally and educationally.

<p>who are looked after by the Local Authority and have SEND?</p>	<ul style="list-style-type: none"> • The Local Authority has a duty to promote the educational achievement of Previously Looked After Children by providing information and advice to: <ul style="list-style-type: none"> - Any person that has parental responsibility for the child - Providers of funded early years education and Designated Teachers for Previously Looked after Children in maintained schools and academies - Any other person the authority considers appropriate for promoting the educational achievement of relevant children • Children that are Looked After or are Previously Looked After are supported through Personal Education Plans (PEP). • A child may be in an adoptive placement and legally still be in the care of the Local Authority. In these circumstances the child will continue to have Personal Education Plan (PEP) meetings to review progress and discuss use of the Pupil Premium. At this stage, the Pupil Premium will be administered through the Virtual School of the Local Authority where the child was taken into care. • Once the order (Adoption, Special Guardianship or Child Arrangement) is granted, the statutory PEP meetings will cease. It is often helpful and supportive if there continue to be regular opportunities to share information between home and school. Parents and guardians can request and agree to more informal review meetings with school staff if they feel it is appropriate. • If you require further information or advice email PLAC@wiltshire.gov.uk
<p>Link Governors</p>	<ul style="list-style-type: none"> • The Head and SENCo update the Board of Governors on any changes and updates within the school. • The Chair of Governors is TBC • The Vice Chair of Governors is TBC • The SEND Governor is Danielle Kimmings (danielle.kimmings@frogwell.wilts.sch.uk) • The Safeguarding Governor is TBC • The Staff Governor is TBC
<p>Who can I contact if I need further information?</p>	<ul style="list-style-type: none"> • Tom Filer, SENCo, thesenco@frogwell.wilts.sch.uk • Samantha Gumbrell, Resource Base Manager, 01249 652815 • Wiltshire Parent Care Council (WPCC) is an organisation that provides independent advice and support for families. http://www.wiltshireparentcarercouncil.co.uk/en/Home_Page • Wiltshire SENDIASS is an organisation that provide free, confidential and impartial information, advice and support for parents and carers. Phone: 01225 255266 Website: https://www.kids.org.uk/wisa

How can I raise concerns if I need to and with whom?	<ul style="list-style-type: none">• If you are not happy with your child's learning and/or progress your first step should be to talk directly to the Class Teacher.• If your complaint isn't resolved by the teacher, then you may also wish to speak to either the Assistant Headteacher or SENCo.• If your complaint is still unresolved then you may also wish to follow the Frogwell School Complaints Procedure, information for which can be found on the school website.
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See also on our school website:

- Frogwell Primary School SEND Policy
- Complaints policy

Professionals involved in creating document:

- Tom Filer (SENCo)
- Rachel Neville (Headteacher)

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