

Reviewed: November 2025 by the SENDCo, Headteacher and Full Governing Body.

Review Date: November 2026

## Special Educational Needs and Disabilities Information Report

### 1. The kinds of special educational needs for which provision is made at the school.

The Federation of Fryern Infant and Junior Schools are mainstream schools. The vision statement is no different for children with Special Educational Needs and Disabilities (SEND):

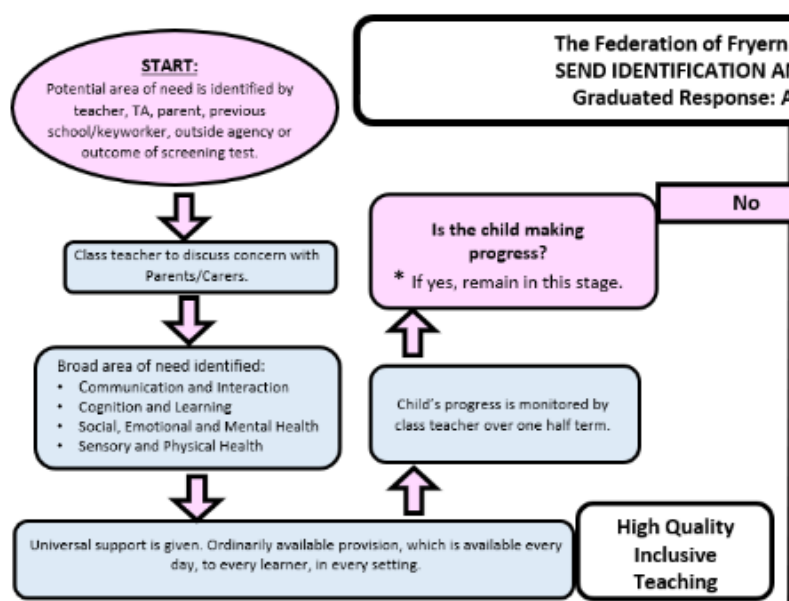
“Nurturing the whole child to develop into ambitious, curious, respectful, resilient and reflective learners who are equipped to achieve academically, socially and emotionally with a strong sense of belonging.”

We are committed to the principles of inclusion and encourage everyone to develop a strong sense of identity, self-worth and happiness with a thirst for learning. Our vibrant and engaging curriculum means that we have a commitment to learning beyond the classroom. We are committed to the pursuit of the very best outcomes for all our children.

### 2. Information in relation to mainstream schools and maintained nursery schools about the school's policies for the identification and assessment of pupils with SEND

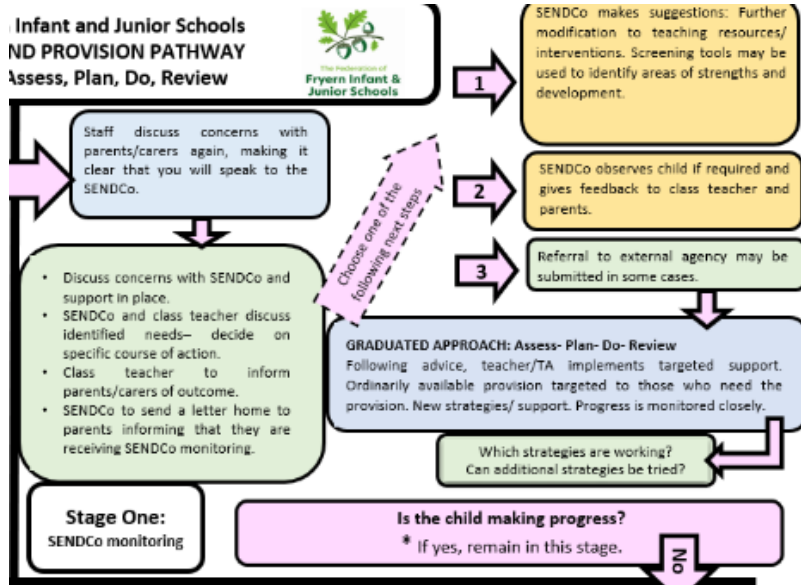
**How does the school know if children need extra help and what should I do if I think my child has SEND?**

We recognise that children develop at different rates and that progress is not always made at a steady pace. Concerns with regard to development and/or progress should be raised with the class teacher in the first instance. Your child will receive High Quality Inclusive Teaching and ordinarily available provision is available every day, to every learner, in every setting by the class teacher.





The Federation of  
**Fryern Infant &  
Junior Schools**



If your child is not making progress with High Quality Inclusive Teaching strategies, concerns will be discussed with the school Special Educational Needs and Disabilities Co-ordinator (SENDCo). The SENDCo is Emily Ford. The SENDCo is responsible for ensuring that teachers understand the needs of the child and will support them in planning to meet those needs. At this stage your child may be put on SENDCo monitoring.

The school, through the SENDCo, works in partnership with many outside agencies and a referral to any agency may be considered at this point. The agencies that school can refer to are listed in the Appendix at the end of this report.

### 3.Information about the school's policies for making provision for pupils with SEND, whether or not pupils have Education, Health and Care (EHC) plans including:

a) How the school evaluates the effectiveness of its provision for such pupils.

b) The school's arrangements for assessing and reviewing the progress of pupils with SEND.

**How will both you and I know how my child is doing? How will you help me support my child's learning?**

Fryern Infant and Junior school have a rigorous approach to measuring and tracking pupil progress. Information is gathered from:

- Teacher assessment
- Attainment data/ measures of progress
- Screening outcomes
- Pupil progress meetings
- Parent/Teacher meetings
- Annual reports
- Reviews

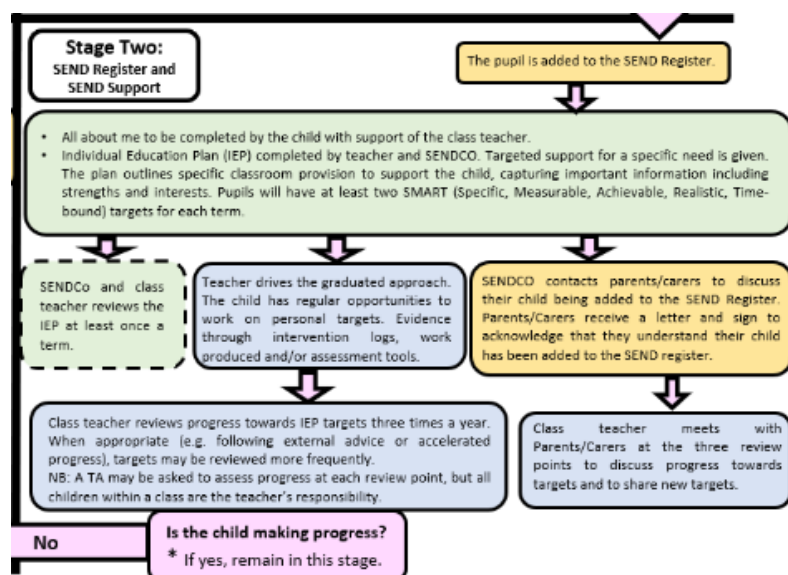
In order to ensure that your child is making the progress we expect, we will carefully track pupil progress in order to identify where progress is slowed. The SENDCo will monitor the progress of all those children who have additional needs so that any provision which they may

receive can be changed or modified. It is expected that children receiving additional support will show accelerated progress.

The outcomes of additional provision are monitored by the SENDCo to ensure that it has been successful and that expected progress has been made. This monitoring may include:

- Discussion with any adult who may be delivering an intervention to the child
- Pupil data
- Discussion with the child
- SENDCo/Teacher meetings
- Parent/SENDCo meetings
- Discussion with any specialist teachers or outside agencies.

### c) The school's approach to teaching pupils with SEND.

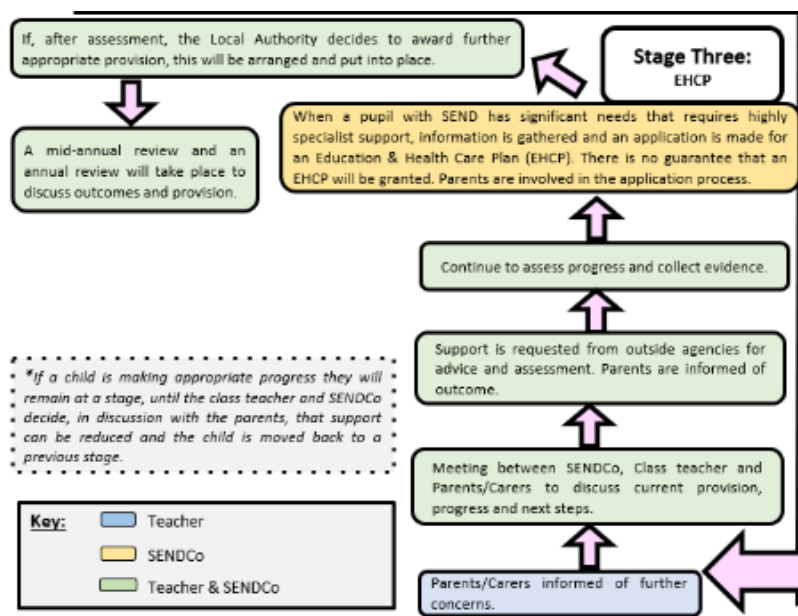


**How will the school support my child?**

When a child is added/on the SEND register, the following process will happen:

There may be a need to apply for an Education, Health and Care Plan (EHCP) if a child has been receiving additional support and there are concerns with progress. This process with timelines will be discussed with the SENDCo, class teacher and parents/carers.

Parents/carers will be involved in all stages of the process.



### **Who will explain this to me?**

The class teachers are available to meet with parents/carers by appointment made via the school office. They should always be the first point of contact.

The second point of contact is the SENDCo. The SENDCo monitors the progress made by all children who receive additional support. This helps to identify the impact of the support and review the Individual Education Plan accordingly.

Where the provision is a specific programme, there is often the opportunity for you to come in to discuss the nature of the provision and ask questions to the person delivering the provision.

### **How are the Governors involved and what are their responsibilities?**

There is a named Governor responsible for overseeing the provision for SEND pupils. Our Governor is Miriam Bokhove. She will visit the school in a monitoring role and meet with the SENDCo. She is responsible for ensuring that the school's policy for SEND is up to date and reviewed annually. She supports the school leadership team to monitor and evaluate provision. The school's SEND policy can be found on the Special Educational Needs section on the website.

The governors also have a SEND strategy group. This group meets termly with the SENDCO to discuss provision, the impact of support, action planning and the progress of children.

### **d) How the school adapts the curriculum and learning environment for pupils with SEND?**

#### **How will the curriculum at The Fryern Federation be matched to my child's needs?**

We aim for all children, including those with SEND to make good progress and to achieve age related expectations (ARE). We aim to make the learning relevant and engaging for all. High Quality Inclusive Teaching ensures that ordinarily available provision is available every day, to every learner, in every setting.

Sometimes your child may work in a small group with a teacher or teaching assistant to revisit or over-learn an aspect of their learning. At other times, your child may be withdrawn from class for a short period of time to work with an adult on their individual targets. This is highly personalised support and the class teachers would ensure that the skills learned here were continued in the classroom learning.

At The Fryern Federation we strive to make the necessary adjustments to the curriculum and the learning environment in consultation with outside agencies where appropriate.

### **e) Additional support for learning that is available to pupils with SEND**

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

The Headteacher and SENDCo meet with the teaching staff termly to discuss the achievement and progress of all pupils. This information and assessment data is then used to identify where the needs are within each year group. Adult support and intervention programmes are deployed according to these identified needs.

Where your child is to be included in a specific programme or receive additional adult support for their learning, the SENDCo will include this information on a provision document. Class teachers will discuss provisions during parent/carer meetings.

**f) Activities that are available for pupils with SEND additional to those available in accordance with the curriculum.**

We offer a variety of fully inclusive After School Clubs where all children are welcomed. If a child has a physical difficulty, we would seek advice from the club's organiser to ensure that, where there is a need, activities can be modified or changed.

**g) Support that is available for improving the emotional and social development of pupils with SEND.**

The Fryern Federation aims to provide an inclusive education in a safe and nurturing environment. All staff are responsible for the care and well-being of every child. We place great emphasis on Personal, Social and Health Education and all children are given opportunities to develop their self-confidence by participating in circle times in class and through the 'My Happy Minds' lessons.

Where children need support with their emotional well-being, we provide emotional sessions with our school Emotional Literacy Support Assistants (ELSA). We also have a Therapeutic Active Listening Assistant (TALA) who provides emotional support using active listening skills.

Many of our staff hold a First Aid at Work Certificate and some staff have a Paediatric First Aid Certificate.

The school has a Supporting Pupils with Medical Conditions Policy which can be accessed on our website or through the school office.

**4) The name and contact details of the school SENDCo.**

Our school SENDCo is Emily Ford and she may be contacted via our school office.

**5) Information about the expertise and training of staff in relation to children and young people with SEND and how specialist expertise will be secured.**

**What training have the staff, supporting children with SEND had or are currently having?**

All our staff have current and relevant training to enable them to deliver high quality teaching and to support all children effectively. Where the need arises, additional training will be

sourced and relevant staff members will attend the training and feedback to the rest of the staff.

Staff training relating to Child Protection, Safeguarding and Behaviour Management is held annually to all teaching and relevant non-teaching staff.

The SENDCo attends the SENDCo group with the Educational Psychologist for updates and advice. She also attends Hampshire update meetings for County briefings and current policy updates.

The school Emotional Literacy Support Assistants (ELSAs) hold the ELSA qualification and attend supervision meetings half-termly with the Educational Psychologist. The school Therapeutic Active Listening Assistant (TALA) holds the FEIPS qualification and also attends regular meetings with Educational Psychologist.

## **6) Information about how equipment and facilities to support children and young people with SEND will be secured.**

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

All children are included in outdoor activities and off-site visits. We complete rigorous risk assessments for school visits and visitors which are completed based upon pupil need and according to Hampshire County guidelines. Where a smaller adult to child ratio is recommended, we ensure that additional adults are available. This ensures that the health and safety of all children will not be compromised.

### **How accessible are the schools' environment?**

Details about the accessibility of the school environment are included in the School Accessibility Plan which found on our school website.

## **7) The arrangements for consulting parents/carers of children with SEND about and involving such parents/carers in the education of their child.**

### **How are parents/carers currently involved in school? How can I get involved and who can I contact for further information?**

Our school is a busy, vibrant place with lots going on across the school. Details of what is happening each half term are sent to parents/carers in the form of a curriculum newsletter from each year group. There is also a weekly newsletter which is sent through Arbor.

Parent support is a strong and growing body in our school. Parent help in class and on school trips is always needed and appreciated so, volunteer, please speak to our school office staff.



We have a thriving 'Acorns' group which is our parent/teacher association. If you are interested in becoming a new member then please contact the Chair of the Acorns via our school office.

Parents/carers of any new children are invited to arrange a visit and meet the Headteacher. In the summer term, prior to school entry to both the infant and junior school, parents and carers are invited to a welcome meeting.

### **8) The arrangements for consulting pupils with SEND about and involving them in their education.**

#### **How will my child be able to contribute their views?**

In our school, the voice of the child is of paramount importance. From the onset, our children are encouraged to reflect on their learning and say when they feel they have not understood something or found a particular element of their learning hard.

Subject leaders use pupil conferencing as a means of finding out how children like to learn and for supporting the monitoring process.

Individual Education Plans are written in conjunction with the child and staff involve the children in their target setting and the reviewing of targets. Children in our school are encouraged to be very independent and this is reflected in the learning environment, where children are responsible for selecting their own equipment to support their learning.

When a child has an Education and Health Care Plan (EHCP), they are encouraged to contribute to their reviews by completing their own mini-review about their learning over the year. The SENDCo will include the children's opinions about the future, using drawings, writing and photographs to capture their thoughts and present this at the Annual Review.

### **9) Any arrangements made by the Governing Body relating to the treatment of complaints from parents/carers of pupils with SEND concerning the provision made at school.**

Please refer to the schools Complaints Procedure available upon request from the school office or website.

### **10) How the Governing Body involves other bodies, including health and social service bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils.**

We offer parents/carers a meeting with the SENDCo who supports a large number of our families with a wide variety of parenting matters. This is arranged at a mutually agreeable time via contacting the SENDCo through the school office.

Health and Social Services may be accessed by a referral to Eastleigh Hub, contacted via the school SENDCo.



The SENDCo may make referrals to other agencies and signpost parents/carers to support services where requested.

We offer parent workshops throughout the year to support parents/carers, providing a strong sense of community and support to SEND parents.

**11) The contact details of support services for the parents/carers of pupils including those for arrangements made in accordance with clause 32 (Educational settings duty to provide information about additional services under Section 69 of Children and Families Act 2014).**

**Who can the school contact on behalf of the parents/carers for additional services in supporting children with SEND?**

- GP
- School Nurse
- Parent Partnership
- Behaviour Support Services (PBS)
- Special School Outreach Services
- Child and Adolescent Mental Health Service (CAMHS)
- Educational Psychologist (EP), Speech and Language Therapists (SLT) and Occupational Therapists (OT) may be contacted directly, although a joint referral with school is preferable if at all possible
- The SENDCo will facilitate access to outside agencies at the request of parents/carers

**12) The school's arrangements for supporting pupils with SEND in transferring between phases of education or in preparing for adulthood and independent living.**

**How will the school prepare and support my child to join the school and transfer to a new school?**

At the Fryern Federation, we pride ourselves on our transition arrangements.

From Pre-School to Year R (Key Stage 1 transfer), we:

- Visit the child in pre-school.
- Additional SENDCo visit where pupil has SEND.
- Meet the Teacher Day.
- Park visits.
- Teddy Bears picnic
- Stay and play sessions
- Friday friendship groups
- Arrange SENDCO/parent meetings where pupil has SEND.
- Ensure SENDCo attends meetings/reviews at end of Pre-school phase.
- Liaise with outside agencies including Portage and Family support.



- Offer additional familiarisation visits/photo books for SEND pupils.

From Year 2 to Year 3 (Key Stage 2 transfer), we:

- Plan a programme of transition times.
- Arrange a meeting with parents/carers and new teacher to pass on information and strategies to the new teacher/support staff.
- Where children are transferring to alternative Junior Schools, the SENDCo meets with the new class teacher and/or SENDCo to ensure that all relevant information is passed on.
- Where children transfer out of normal transition periods, e.g. mid-term, it may not always be possible to meet, but the SENDCo will ensure that telephone contact is made prior to transfer.

From Year 6 to Year 7 (Key Stage 3 transfer), we:

- Plan a programme of taster sessions with the local secondary school (Toynbee).
- Ensure all information on the pupils is handed to the new school/SENDCo.
- Additional transition visits for children with SEND.
- Meeting with year 6 teachers and new staff to pass on information and strategies to the new teacher/support staff.
- Both SENDCos will meet so all information is passed on.
- Where children are transferring to alternative secondary schools, the SENDCo meets with the new class teacher and/or SENDCo to ensure that all relevant information is passed on.

### **13) Information where the Local Authority's local offer is published.**

**On our school website there will be an icon which links parents/carers directly to Hampshire's Local Offer information.**

#### **What specialist services and expertise are available at or accessed by the school?**

The school accesses a wide variety of services. This includes services from list below and from others as required.

- Primary Behaviour Service (PBS)
- Specialist teacher advisor for children with a hearing or visual impairment
- Hampshire Educational Psychology
- School Nursing Team
- Occupational Therapy (OT)
- Speech and Language Therapy (SLT)
- Child and Adolescent Mental Health Service (CAMHS)

Different services are accessed as and when specific needs arise. If the class teacher raised concerns, the SENDCo would work with the teacher to see if accessing an additional service

would be of benefit to the child. We would then work with the parents/carers and come to an agreement as to whether or not to request help. All outside agency support is sought as a result of parental permission. Other professionals and organisations who provide support for us include:

- Specialist Advisory Teachers
- Early Help Hub
- Shepherds Down Outreach Support
- Hampshire Children's Services

Additionally, the school liaises with and can refer parents/carers to the following agencies for information and support:

- Special Educational Needs and Disability Information, Advice and Support (SENDIAS), offering independent, free advice for parents/carers of children SEND: <https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/support4send>
- IPSEA (Independent Parental Special Education Advice): <https://www.ipsea.org.uk>
- The National Autistic Society Hampshire Branch: <http://www.shantsnas.org.uk/>
- Hampshire Dyslexia: <http://hantsda.org.uk/>
- Hampshire Gateway Card, giving children and young people with SEND opportunities in the local area: <https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/shortbreaks/gatewaycard>
- Hampshire Inspectorate and Advisory Service Communication and Language team: <https://www.hants.gov.uk/educationandlearning/send/specialist-advisory/stas/communication-interaction>
- Hampshire & Isle of Wight Educational Psychology Service (HIEPS), which includes an advice phone line and bookable consultations for parents/carers and school staff: <https://fish.hants.gov.uk/kb5/hampshire/directory/service.page?id=KnHVUSCmMJc>
- Speech and Language Therapy service (SLT): <https://hiowhealthcare.nhs.uk/our-services/a-z-list-of-services/childrens-therapy-service>
- Hampshire Ethnic Minority and Travellers Advisory Service (EMTAS): <https://www.hants.gov.uk/educationandlearning/emtas>
- School nurse team: [https://www.healthforkids.co.uk/hampshire/school-nurses/?utm\\_source=WessexHealthier+Together&utm\\_medium=Website&utm\\_campaign=WessexHealthierTogetherPSN](https://www.healthforkids.co.uk/hampshire/school-nurses/?utm_source=WessexHealthier+Together&utm_medium=Website&utm_campaign=WessexHealthierTogetherPSN)
- Winchester Young Carers: <http://wycp.org.uk/>
- Friends of the Family, offering voluntary support for families who need help: <http://www.fotfwinchester.org/>
- Winston's Wish, a national charity supporting families that have been bereaved: <https://winstonswish.org/>

- Simon Says, a local charity supporting families that have been bereaved:  
<http://www.simonsays.org.uk/>
- SONUS, Hampshire Deaf Association: <http://www.sonus.org.uk/>
- NDCS, National Deaf Children's Society: <http://www.ndcs.org.uk/>
- Child and Adolescent Mental Health Service (CAMHS): <https://hampshirecamhs.nhs.uk/>
- Paediatricians: <https://www.hampshirehospitals.nhs.uk/our-services/z-consultants-1>
- Occupational Therapists: <https://hiowhealthcare.nhs.uk/our-services/a-z-list-of-services/childrens-therapy-service>
- Physiotherapists: <https://hiowhealthcare.nhs.uk/our-services/a-z-list-of-services/childrens-therapy-service>
- County SEN Team:  
<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/contacts>

### Glossary of SEN terms and acronyms

ARE- Age Related Expectations

CAMHS- Child and Adolescent Mental Health Services

EHCP- Education, Health and Care plans

ELSA- Emotional Literacy Support Assistants

EMTAS- Ethnic Minority and Travellers Advisory Service

EP- Educational Psychologist

FEIPS- Framework for Enhanced Individual Pastoral Support

GP- General Practitioners

HIEPS- Hampshire & Isle of Wight Educational Psychology Service

IEP- Individual Education Plan

IPSEA- Independent Parental Special Education Advice

OT- Occupational Therapists

PBS- Primary Behaviour Service

PCSO- Police Community Support Officers

SENDCo- Special Educational Needs and Disabilities Co-ordinator

SEND- Special Educational Needs and Disability



SENDIAS- Special Educational Needs and Disability Information, Advice and Support

SLT- Speech and Language Therapists

TALA- Therapeutic Active Listening Assistant