Infant School's Special Educational Needs and/or Disabilities Report

Written September 2026
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Context of Our School
Freegrounds Infant School is a mainstream setting, catering for a wide range of individual needs. Children at Freegrounds Infant School are aged between 4-7 years and there are (as of September 2026) **202** children on roll. Our children come from a range of ethnic backgrounds and speak a variety of languages.

Our Vision and Aims
At Freegrounds Infant School we encourage everyone to develop a strong sense of identity, self-worth and happiness, with a thirst for learning. We are relentless in the pursuit of the very best outcomes for all our children.

We aim to achieve this through:
- creating a culture of inclusion and respect
- providing high quality teaching and learning, first hand experiences, high levels of collaboration, challenge and support
- creating an exciting, stimulating, resource rich environment which supports learning through interactive displays and the use of the latest technology
- building on previous learning, teaching key skills and creating opportunities to explore and be curious
- enabling or encouraging everyone to become confident to pursue their own interests, brave to take risks and independent and motivated to learn
- working in close collaboration with each other, parents and other agencies and schools
- valuing the ideas and celebrating the achievement, successes and individuality of everyone

We believe that all children should be equally valued. The Rights of a Child from the United Nations Convention are at the centre of our behaviour policy and curriculum. We strive to eliminate prejudice and discrimination, and to develop and environment where all children can flourish. All reasonable adaptations will be made to the school site and curriculum to ensure that all children are able to participate in all activities as fully as possible.

Freegrounds Infant School is committed to inclusion. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for, and the achievement of, different groups of learners and vulnerable pupils including:
• girls and boys
• minority ethnic and faith groups, travellers, asylum seekers and refugees
• learners who need support to learn English as an additional language (EAL)
• learners with special educational needs
• learners who are physically disabled
• learners from a disadvantaged background

• learners who are looked after by the local authority (LAC), or were previously looked after (PLAC) • others such as those who are sick; those who are young carers; those who are in families under stress
• any learners who are at risk of disaffection and exclusion
• learners who have moved schools

We endeavour to achieve the maximum inclusion for all children, including vulnerable learners, whilst meeting their individual needs. Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.

Special Educational Needs and/or Disabilities (SEND) might be an explanation for delayed or slower progress, but not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others. English as an Additional Language (EAL) is not considered a Special Educational Need and/or Disability. Differentiated tasks and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners. We focus on individual progress as the main indicator of success. We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning – and SEND. Some pupils in our school may be underachieving, but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils keep up and close the gaps within their learning. Other pupils will genuinely have special educational needs and this may lead to low-attainment (though not necessarily under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

Q: What is The Local Offer and what will it do?
Hampshire, along with all other Local Authorities, have set out a local offer of all services available to support children with SEN or disabilities, including education, health, social care and leisure services. The Local Offer will enable families to understand what services they can access and what support they can expect from a range of local agencies, including from the Local Authority, health services, schools, leisure services and the voluntary sector.

It has two main purposes:
• to provide clear, comprehensive and accessible information about the support and opportunities that are available;
• to make provision more responsive to local needs and aspirations.
You can find information about The Local Offer at
https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page?familychannel=6

Q: How does the school know that if my child needs extra help?
At Freegrounds Infant, we monitor our children carefully. We know if pupils need extra help if:
• expected progress is not being made;
• there is a change in a child's behaviour or progress;
• concerns are raised by parents or carers;
• diagnostic assessments, completed by the school or outside agencies, raise concerns;
• any medical diagnosis or health problem impacts on their learning;
• something is impacting on the child's emotional well-being.

Q: How can I let the school know if I am concerned about my child? How will I be involved in discussion about planning for my child's education?
Initially, you should talk to your child's class teacher. They will talk to you about what they are already doing to support your child. They may recommend a meeting with the school's Special Educational Needs and/or Disabilities Co-Ordinator (SENDCo). At Freegrounds Infant, Miss Susannah Holmes is the SENDCo. It is the job of the SENDCo to advise and support class teachers to help the individual needs in their class. They may set up an internal Team Around the Family meeting. Together, with you, support for your child will be planned and a review date set. At Freegrounds Infant, we welcome good communication with parents. Parents are invited to see the class teacher at parent's evenings but you may make an appointment to see the class teacher or the SENDCo at any point during the term. Parents may also be invited into meet with the SENDCo and outside agencies. If you still have concerns about your child you may request to have a conversation with the Headteacher.

Q: How will the school support my child?
The first level of support is from the class teacher, who will ensure your child is well supported through 'High Quality Inclusive Teaching'. This ensures teaching is building on what your child already knows, carefully checking your child's progress and planning extra support and intervention where needed. Different methods of teaching are in place so that your child is fully involved in learning within the class and is able to make sustained progress. In addition to High Quality Inclusive Teaching, the class teacher, or Year Leader, together with the SENDCo may organise extra small group support. This type of support is available for children who have gaps in their understanding. These groups are run by teachers or Learning Support Assistants (LSAs) and can take place both within and outside of normal lesson times. For a few children, a more intense, personalised support programme is required on a 1:1 or very small group basis.
The school uses a range of programmes available to help with speech, learning and behaviour. All LSAs undertake training in order to implement programmes and the SENDCo measures the impact of these programmes to ensure that the children are receiving the best support available to them. These programmes are delivered for short periods of time, frequently, so that the children maintain independence and do not become isolated from their peers or miss out for too long on classroom learning. The school also has a trained ELSA who can deliver interventions around social and emotional learning.
Occasionally, a pupil may need more expert support from an outside agency, such as a Speech and Language Therapist or the Behaviour Support Team. A referral may be made, with your consent, and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided for the school and parents/carers.

It may then be decided that your child needs to be added to our SEND Register, to track their individual needs.

Q. What is the SEND register?
The SEND register is a list of children who, for the reasons detailed below, are currently receiving additional teaching, support or provision alongside their everyday classroom teaching in order to make progress within their academic, social or emotional learning. Children on the SEND register require support and provision that is additional to or different from the rest of their peers in at least one of the areas of the SEN Code of Practice (2015):
• Cognition and Learning
• Social, Emotional and Mental Health
• Communication and Interaction
• Sensory and/or Physical

The SEND register is an internal register for school use only, to allow us to track and monitor the progress of specific, individual children very closely.

Q. How is it decided that a child will be added to the register?
In order to establish whether a child has a special educational need and therefore is to be added to the SEND register, we use an 'assess, plan, do, review' cycle. With evidence from in-class assessments, progress reviews, observations of behaviour or meetings with external agencies, your child's teacher will be in conversation with the SENDCo to track the current levels of attainment as a result of the everyday, high-quality inclusive teaching. They will then establish whether anything more bespoke or individualised needs to be put in place in order for any gaps or misconceptions in learning to be addressed. This is then recorded on the SEND register.

Hampshire SEN provide schools with criteria to help decide whether children may have special educational needs in one or more of the main areas of need from the SEN Code of Practice (2015). These are outlined below and are used in school to help guide our decision as to whether a child needs to go onto our SEND register.

Cognition and Learning • has difficulty in attainment in aspects of learning as defined by national measures and despite appropriate interventions. • rate of progress is slow and they are working substantially below that expected for children of a similar age. • has experienced some delay in the acquisition of language and this is reflected in oral and written communication skills. • has specific learning difficulties (SpLD) and/or motor skills delay. • has difficulty in understanding concepts, and exhibits memory and processing difficulties. • lacks motivation to learn and has a limited concentration span. • is socially and emotionally immature and has limited interpersonal skills, including low self-esteem.	**Communication and Interaction** • has language and communication difficulties which create a barrier to learning and/or impedes the development of social skills and relationships. • areas of speech, social communication, language, fluency skills are not age appropriate and/or consistent with peers. • has disordered/delayed receptive and/or expressive language. • speech is disordered or delayed, so that social interactions are limited and this results in frustration, stress and/or challenging behaviour. • has difficulty in understanding and/or expressing emotions, abstract and non-literal language, inference, social interactions, which result in ritualistic and/or rigid behaviours. • any of the above results in challenging behaviours, school refusal, difficulty in forming relationships, frustration or anxiety.
Social, Emotional and Mental Health • has social, emotional or mental health difficulties that substantially affect their behaviour and regularly create barriers to their own learning or that of others. • experiences a range of difficulties in acquiring the social and emotional skills that are necessary to succeed. • persistently experiences these difficulties despite differentiated learning opportunities and the strategies usually employed to promote positive behaviour. • behaviours over time include distractibility, failure to make anticipated progress, poor relationships, frustration, non-co-operation, lack of emotional	**Sensory and/or Physical** • has an identified physical disability that causes barriers to learning. This may also affect the development of emotional wellbeing and self-esteem. • needs additional adult support to overcome barriers to learning, personal care and transfers between specialist equipment. • requires specialist equipment relating to their disability and advice from the STA Service; and adult support to access the curriculum, manage their condition and personal care, and move safely within the environment. • is subject to regular review including a range of external professionals who may help to monitor their curriculum plan.

literacy, withdrawal and non-attendance for a variety of reasons.	

Q. How long will my child be on the SEND register for?
The SEND register is a fluid and flexible list; children can be added and removed as appropriate according to their needs and progress outcomes after intervention. The SEND register is reviewed on a termly basis by the SENDCo, after Pupil Progress Meetings with class teachers and the Senior Leadership Team. You will be informed when your child no longer meets the criteria to be on the SEND and will therefore be removed from the list. It is important to acknowledge that the progress of your child will still continue to be monitored closely to ensure that the positive, accelerated rate of progress is maintained.

Q. How will I know what additional support my child will be getting?
Each child on the SEND register will have an SEND plan. This document outlines your child's strengths, difficulties, and indicates what provision your child receives in class as part of the everyday, high-quality inclusive teaching but also what the bespoke and individualised provision is too. This individualised provision might come in the form of an intervention programme such as Precision Teaching, ELSA or Thrive, being heard read more frequently in school, careful consideration of seating arrangements or working with external agencies for specialised support. The plan will be sent home so that you are fully informed, and you will also receive updated versions if/when any provision is changed. Also on the plan is a target in which your child is currently working on in school. The support in school outlined on the plan should enable your child to achieve their target.

Q: How will the curriculum be matched to my child's needs?
When a pupil has been identified with additional learning needs, their work will be differentiated by the class teacher to enable them to achieve the task at their level. We endeavour to ensure that all children are working on the same learning objective or skill within the lesson, however we then adapt the provision and resources available to them. An LSA's time and practical, individual resources may also be allocated, as appropriate, to enable your child to achieve and make progress. The SENDCo and class teacher meet to discuss your child and their progress termly. Personal targets will be reviewed and changed as required. If appropriate, specialist equipment may be given to a child to support their learning. These can include coloured overlays, pencil grips or fiddle items.

Q: How are the school's resources allocated and matched to my child's Special Educational Needs?
The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs. Additional provision may be allocated after discussion with the Year Leader, class teacher, and the SENDCo. Parents may also meet with the SENDCo if they have initial concerns too. The SENDCo may observe your child, will talk to the class teacher and decide if further provision is required. Resources can include physical resources or deployment of staff. Children with Education Health and Care Plans may have specific allocations in terms of resources and additional support due to the additional funding their plans come with.

Q: How will I know how my child is doing? How does the school know?
You may discuss your child at the usual parent's evenings. You may also request to see the class teacher or SENDCo at any point. You may also be asked to make an appointment with the SENDCo and the class teacher to discuss your child's progress. All reports provided by outside agencies will be shared with you.

Q: How will the school help me to support my child at home?

The class teacher, SENDCo or an outside agency may suggest other strategies that might be helpful. Where appropriate, the school will be able to signpost you to agencies that can give additional support at home and complete referrals if needed.

Q: What support will there be for my child's overall well-being?
The SENDCo is available to talk to parents or children who have social, emotional or behavioural needs. The school also has a trained Emotional Literacy Support Assistant (ELSA). ELSAs are trained to deliver weekly programmes to children developing their emotional and social skills. The ELSAs also have check-in sessions with children who have emotional difficulties, are new to the school or having problems transitioning within the school. They can be around before school, and during lunchtimes to support pupils who find social skills difficult. The school works closely with outside agencies such as The Primary Behaviour Support team to support children further. The school also has a designated Mental Health Lead Practitioner, which is Miss Susannah Holmes.

For children with medical needs, all relevant staff receive appropriate training and all staff are informed about any medical needs. Children with complex medical needs will have a care plan. Please refer to our Children with Medical Issues Policy. All pupils are encouraged and supported to express their views and opinions, particularly in reference to decisions made that directly affect them. This is in line with our school aims which are linked to the UN Convention on the Rights of the Child.

Q: What specialist services and expertise are available at or accessed by the school?
Freegrounds Infant School works closely with a large number of outside agencies and recognises the important contribution they make to supporting children with additional educational needs. These include:
• The Educational Psychologist
• Speech and Language, Occupational Therapy, Physiotherapy
• Primary Behaviour Service (PBS)
• Child Adolescent and Mental Health Service (CAMHS)
• Hearing Impaired Service
• Visual Impairment Services
• Specialist Advisory Teachers
• Medical practitioners, including the School Nursing Team
• Locality Team
• Children's Services
• Early Help Hub
• Outreach Services

Q: How are the staff in school helped to work with children with SEND and what training do they have?
The SENDCo is available to support the class teacher and LSAs in planning for children with SEND. As part of the performance management cycle, the school has a plan for training all staff to improve teaching and learning of all children, including those with SEND. This includes whole school training on SEND issues such as dyslexia and speech and language.

The SENDCo, individual teachers and support staff may attend training run by outside agencies tailored for them to ensure they are able to best support the children in their care who may have more uncommon or complex needs. This is alongside the support and advice offered by outside agencies.

Q: How will my child be included in activities outside the classroom, including school trips?
Activities and school trips are available to all at Freegrounds Infant. Risk assessments are completed and adjustments are made through discussion with parents, to ensure children are able to access a trip. Adjustments may be made in order that all children may attend such as a social story to prepare the child or inviting a parent to attend.

Q: How accessible is the school setting for my child?
Freegrounds Infant School is fully wheelchair accessible. The external grounds are fully accessible and there is a disabled parking space within the school car park. There is a wheelchair accessible toilet but no shower or nappy changing facilities. Equipment and facilities to support children will be discussed on an individual needs basis. We will work with the appropriate outside agencies to ensure that all children are as fully supported as possible.

Q: How will the school prepare or support my child when joining Freegrounds Infant School or transferring to a new class or school?
When joining the school:
The Headteacher or deputy head will meet with you prior to your child starting school. Freegrounds Infant will then communicate with the previous school or pre-school to ensure the best provision is put in place, and preparations can be made for when your child arrives. A transition partnership agreement (TPA) meeting may be arranged to support their transition from pre-school/nursery. When joining in Yr R, your child will be offered introductory sessions to help ease the transition and where required, an integration timetable can be set up, slowly increasing the length of time spent in school. A social story may be used to help your child get to know the people and places in their new environment. The SENDCo will meet with you if necessary and will complete a handover conversation with your child's previous setting.

When moving to a new class:
The teaching staff meet to discuss the children in their new class. The SENDCo is also there to add information about children with individual needs. For children with complex needs you may be asked to meet with their new teacher prior to them starting in their new class or very soon afterwards. This meeting may include the SENDCo. The school has a transition cycle where the children have a chance to meet their new teacher on a range of occasions. Children with additional needs may be given extra opportunities to help their transition. The SENDCo has a planning meeting with the receiving teacher and possibly the parents to ensure all SEND information is shared and appropriate plans are made for a smooth transition.

Moving to a new school, including Year 3 pupils moving to Freegrounds Junior:
When we are aware of the school the child is moving to the SENDCo will contact the relevant staff members from the new school and ensure that they are aware the child is coming; sharing relevant information and advice with both schools and the family on the best methods of support. When appropriate, a meeting will be held to plan the transition. Visits will be made to the new school and extra visits for children with individual needs can be made. A social story will be created if needed and the child will have time to discuss worries and concerns with an ELSA if needed. The ELSA, SENDCo or a familiar LSA may also accompany the child on extra visits. All relevant information will be sent as soon as the receiving school notifies Freegrounds Infant that the child has begun.

Q: How does the school evaluate the effectiveness of its provision for SEND pupils?
The effectiveness of SEND provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels

compared to those achieved Nationally for pupils with the same level prior learning level. This data will be shared termly with Governors and be judged by external moderators such as Ofsted. The progress of all children is reviewed on at least a half-termly basis, with appropriate actions put in place, or changed, if there are concerns arising. The SENDCo evaluates the effectiveness of all interventions and provision on at least a termly basis, depending upon the provision. The Headteacher and SENDCo meet on at least a half-termly basis, following up from pupil progress meetings.

Q: What should I do if I want to make a complaint about the provision for my child?
We have a complaints policy that should be followed. A copy of this policy is available on our school website, alternatively a copy can be collected from the school office.

Q: Who can I contact for further information?
If you wish to discuss your child's additional needs, please contact the SENDCo Miss Susannah Holmes via the school office.