

Fleet Infant School Special Educational Needs and Disabilities Information Report

‘Fleet Infant School... where every child can shine in a nurturing community that inspires and educates all to become responsible and respectful citizens’

At Fleet Infant School, we believe that all children should have the opportunity to develop as well-rounded individuals, not just academically but socially too. The curriculum recognises the children’s social and emotional development, and provides access to appropriate learning opportunities. The school recognises that individuals are unique in their interest, abilities, motivation and learning needs, and these are met through a varied and flexible provision throughout the curriculum.

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School Name	Fleet Infant School
Specialised Provision on site	None
Type of school	<ul style="list-style-type: none"> • Local Authority Maintained • Age 4-7 <p>We are a mainstream setting and a fully inclusive school. We use our best endeavours to ensure we meet the needs of every child whose parents choose Fleet Infant School for their first school setting. From September 2025, we have a 9 place Resourced Provision for children with ASD.</p> <p>For pupils with Special Educational Needs Fleet Infant School will ensure that they;</p> <ul style="list-style-type: none"> ➤ have access to a personalised curriculum ➤ be the best that they can possibly be ➤ be included fully in the school community ➤ make a successful transfer to the next stage of education
Headteacher	Mrs Monique Clark
SENDCo	Mrs Monique Clark contacted on 01252 613582
SEND Governor	Frances O'Sullivan
Website	http://www.fleet.hants.sch.uk
Email	info@fleet.hants.sch.uk

All Hampshire County Council maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and/or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

GLOSSARY

EHCP	Education Healthcare Plan (replaces Statement)
SEND	Special Educational Needs and Disability
IEP	Individual Education Plan – document detailing areas of need, support, strategies undertaken to support progress of a child to achieve desired outcomes.
Early Intervention	Children requiring extra support who do not meet criteria for SEND
LSA	Learning Support Assistant
ELSA	Emotional Literacy Support Assistant (helps children with emotional, social and behaviour well-being)
OFSTED	Office for Standards in Education

How accessible is Fleet Infant School?	Fully wheelchair accessible	Yes/No The school is on one level and there is wheelchair access to 9 classrooms in the main school building and the playground (3 outside classrooms are accessed via stairs/steps so are not wheelchair accessible). (NB The Resourced Provision has steps leading to and out of the building, this is not wheel chair accessible.)
	Specialist parking facilities	Yes/No 3 designated disabled parking spaces in the main car park and 1 disabled bay at the front of the school
	Specialist toilet facilities	Yes/No 2 pupil and 1 adult disabled toilet The Resourced Provision has a changing room available
	Auditory/Visual enhancements	Yes/No
	Other specialist equipment and resources	The school has access to a range of services which can provide specialist equipment and resources should they be needed
	N.B. Please note that Fleet Infant School is completely open plan in its layout and may not be suitable for children with specific needs such as Autistic Spectrum Disorder and Hearing Impairment due to lack of physical boundaries and increased auditory and sensory stimulation.	

What kinds of Special Educational Needs are provided for here at Fleet Infant School?

We make provision for children with SEND within each of the four categories identified in the 2014 SEND Code of Practice.

Communication and Interaction:

This includes children who find it difficult to understand what others are saying or have difficulties with fluency or forming sounds, words or sentences. We have an extensive range of resources which are used within the school to support children's speech and language development. We also make provision for children with social communication difficulties. These children may have difficulties with communication, social interaction or imagination and find it harder to make sense of the world. We use a variety of strategies and individual support to enable them to succeed within their classrooms. We will contact the Local Authority Speech and Language team for advice where necessary.

Cognition and Learning:

We support children with cognition and learning difficulties through Quality First Teaching which includes effective differentiation. This includes children with specific learning difficulties such as dyslexia or dyspraxia. We also support children with moderate learning difficulties and those with multiple learning difficulties. Differentiation may be in the form of breaking down work into more manageable and achievable chunks, providing resources and additional visual supports, additional technology or through providing adult support. We run a number of interventions to support class teaching.

Social, Emotional and Mental Health:

Some pupils may require additional or different provision to support their social and emotional development. We offer individual or group sessions, pupil mentoring and social skills groups. If necessary, we also contact outside agencies such as CAMHS (Child and Adolescent Mental Health Service).

Sensory and/or Physical:

We liaise closely with outside agencies to enable us to best support children who have sensory or physical difficulties. We source additional resources and training from experts. If necessary, we make adaptations to the curriculum or environment in order to make lessons and learning opportunities available to all.

We would involve parents and carers in all decisions and value their expertise and unique knowledge of their child's needs.

At Fleet Infant School, we provide a broad and varied curriculum for all our children, driven by our Aims and Vision. Lessons are planned within year groups in accordance with the National Curriculum Programmes of Study. Lessons and activities are skills based with the children applying skills to a range of topics. We have rigorous monitoring in place that tracks the progress our learners make in all areas of the curriculum. Our staff are vigilant at supporting and raising any concerns. We use data and other forms of assessment to identify additional needs and celebrate achievement. Monitoring is carried out regularly through progress meetings with the SENDCo and class teachers. Assessment details are updated half termly, and intervention put in place if necessary. Parents/carers are encouraged to speak to the class teacher about any concerns they have.

Questions raised by parents/carers

<p>How does Fleet Infant School ensure that children who need extra help are identified early?</p>	<p>We have rigorous monitoring in place that tracks the progress our learners make in all areas across the curriculum. Our staff are vigilant at supporting and raising concerns. We use data and other forms of assessment to identify additional needs and celebrate achievement. Monitoring is carried out regularly through progress meetings with the Headteacher/SENDCo, and class teachers. Assessment details are updated half termly, and intervention put into place if necessary.</p> <p>If we feel that a child is not making progress the Headteacher/ SENDCo will decide whether additional provision is needed. A range of evidence is collected through discussions, observations and assessments including tests to identify possible dyslexia, number skills and language skills.</p>
<p>What do I do if I think my child has special educational needs?</p>	<p>If your child has an identified special educational need or disability, we will welcome regular meetings with yourselves, the class teacher and SENDCo/Headteacher. If necessary, we will support you in accessing additional outside services such as Primary Behaviour Support, Educational Psychology or Speech and Language Therapy.</p> <p>Our staff are vigilant in raising concerns and parents/carers are encouraged to speak to your child's class teacher. Our open door policy means that meetings are held as soon as possible, if not the same day. We pride ourselves on building positive relationships with parents/carers with honesty and openness at the core.</p>
<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p>We use whole school assessment procedures including careful tracking of data termly, half termly tracking of vulnerable groups and half termly evaluation of intervention strategies to measure impact.</p>

	<p>The school carries out its own School Self Evaluation of all areas of school life under the OFSTED headings of Quality of Education, Behaviour and Attitudes, Personal Development, Leadership and Management, Effectiveness of Early Years provision and Overall Effectiveness. This report is updated termly and is shared with staff and governors who monitor the impact of provision and intervention.</p> <p>If your child is identified as having a Special Educational Need or Disability, your child will be included on the Special Needs and Disabilities Register and will have an Individual Education Plan. (IEP) The IEP is written by the class teacher, alongside the SENDCo, and outlines areas of need, strategies to use, timescale of review and outcomes. The IEP is signed by the class teacher, SENDCo, parents and the child.</p> <p>If a child has an Educational Health Care Plan (EHCP), they may be assessed by outside agencies and will have additional support to ensure progress and the needs of the child are met. The progress and needs of the child will be reviewed during the Annual Review. The amount of extra support provided for a child with an EHCP is dependent on the banding identified in the child's EHCP.</p> <p>We have an open door policy at Fleet Infant School and you may ask to meet your child's class teacher for an appointment at a mutually convenient time. For parents of children with SEND there are at least three occasions to meet and discuss specific next steps and targets.</p>
<p>How will Fleet Infant School staff support my child?</p>	<p>There are many ways in which we can support your child and provision will be made according to the level of need that your child has. All teachers are teachers of inclusion and special educational needs. Interventions we put into place are research informed and evidence based and are measured to monitor impact and attendance against expected rates of progress. Once needs have been identified we match needs to provision. We then monitor the impact of interventions through half termly tracking meetings and informal discussions. Education provision is delivered in three waves:</p> <ul style="list-style-type: none"> • Wave 1: class based with quality first teaching providing inspiring learning with first-hand expectations. • Wave 2: individual and group focussed short term interventions usually in a withdrawal session. • Wave 3: a specific programme of intervention which will be expected to be carried out over a longer period. <p>Additional support may be in the form of resources, technology or adult support. We aim to create independent learners and so are mindful not to create dependency on adult support whilst ensuring that children's needs are met. On transition all information is shared between schools. Transition meetings are held before the start of the school year with our feeder nurseries and with junior schools we feed into.</p> <p>Parents/Carers are invited in for a review meeting for children who are receiving support and parents are welcome for informal talks at any time to discuss the progress of their children.</p>

<p>Who will explain my child's curriculum and their needs and progress to me?</p>	<p>We carefully plan our curriculum to provide personalised learning and equity of curriculum provision for all children including those with SEND. Adjustments are embedded in our curriculum and practice. We have a tailored personalised curriculum and pupil conferencing helps us to monitor this and reflect on the next best steps.</p> <p>All our teachers are clear on the expectations of Wave 1 provision and this is monitored by the Headteacher, Subject Leaders and annually by the Local Authority. Through use of observations, assessments, dialogue and recorded responses, next steps will be identified for each pupil.</p> <p>We share progress feedback with all our learners and their families. We host a number of curriculum evenings to help families understand our learning journey and how they can best support their child/children's needs. Our website contains the termly topic webs for information.</p> <p>All children in the Early Years work towards the Early Learning Goals and in Year 1 and 2 children follow the National Curriculum. We have a number of opportunities where parents/carers can meet with staff to discuss learner progress in Parent Consultation evenings. Time will also be available to meet with the SENDCo for those receiving additional support.</p>
<p>How does the school evaluate the effectiveness of its provision?</p>	<p>The school has a termly assessment cycle and we hold robust pupil progress meetings to discuss the progress of every pupil. We consider the effectiveness of all interventions and make changes depending on outcomes. All interventions are time limited and have clear expected outcomes. The analysis of progress is linked with targets set and all targets are SMART (Specific, Measurable, Attainable, Relevant, Timed).</p> <p>The Governing Body receives annual reports regarding Special Needs and Disabilities provision and the SEND Governor monitors provision throughout the year.</p>
<p>How is the decision made about what type and how much support my child will receive?</p>	<p>Regular discussions take place between class teachers and SENDCo/Headteacher to discuss pupil progress. If there is a need for extra support this will be agreed by everyone who needs to help your child and this will be discussed with you as parents.</p> <p>If your child is identified as requiring Early Intervention, further differentiation of lessons and activities will take place – mainly in reading, writing and maths. Children can be identified as requiring extra support within class e.g. with the teacher or LSA, small group work with a specially trained LSA, extra reading with a parent helper, or perhaps differentiated homework.</p> <p>Early Intervention can be used to overcome gaps in knowledge, such as difficulty in remembering phonic sounds in reading. Progress of interventions is monitored regularly with the aim of no longer requiring Early Intervention.</p> <p>Within the school's budget share the local authority identifies a notional sum for SEND. We allocate support according to need.</p>





	<p>Children with an EHCP will have targets set within the plan. Their learning may be individualised depending on the needs of each child.</p>
<p>What support will there be for my child's overall well-being?</p>	<p>Pupils are encouraged to talk to adults at Fleet Infant School to share any concerns they may have. This can be done through individual discussions or through curriculum areas such as Circle Time or Personal Development Learning. We also have an ELSA to provide one to one support if required, a Nurture Group for small group support and the advice of outside agencies will be sought as and when necessary. The school has a mental health Lead and holds half termly assemblies throughout the year discussing how we stay mentally healthy.</p> <p>Our Behaviour Policy gives clear guidance on expectations, rewards and sanctions and is fully implemented throughout the school. We are prepared to personalise this system so that it can be fairly applied to all pupils.</p> <p>At play times and lunchtimes our dinner supervisors interact and help to support groups and individual pupils.</p> <p>We manage the administration of medicines and personal needs in accordance with the care plan drawn up with parents, health care professionals and school.</p>
<p>What training is provided for staff supporting children with special educational needs and disabilities?</p>	<p>All staff receive regular training and updates including specialist input according to the needs of our pupils. Within the last 3 years the support staff have participated in training on Autistic Spectrum Disorder from the Educational Psychology service, Trauma Informed Practice and been trained on how to deliver specific intervention programmes and implement specific resources. The Primary Behaviour Service have trained staff on co-regulation and de-escalation techniques to support inclusion of all children. Staff have also received training around dyslexia and appropriate strategies to use in school.</p> <p>The teachers receive regular updates from the SENDCo who liaises with them about how to plan and make appropriate provision for pupils and also provides training on procedures and practice within the school. Individual staff have additional qualifications and the SENDCo has achieved the National Award for Special Educational Needs Co-ordination.</p> <p>We work closely with the Local Educational Services, including Educational Psychologists, Speech and Language, Occupational Therapists and EMTAS (Ethnic Minority and Traveller Advisory Service).</p>
<p>How are parents currently involved in Fleet Infant School?</p>	<p>We strongly believe that a partnership approach with parents/carers is the best way to support a pupil's learning and needs. We operate an open door policy and would always encourage parents to contact the class teacher in the first instance if there are any concerns or worries.</p> <p>Prior to starting in Reception Year there is a comprehensive transition programme which includes visits to school and a home visit. If further transition is needed, appropriate provision will be arranged between yourselves, the school and possibly the pre-school setting.</p>



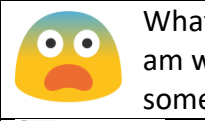
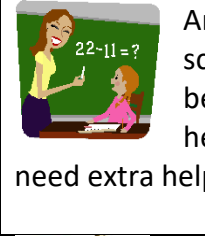


	<p>There are two parent consultation evenings during the school year to speak to the class teacher about progress. We also offer curriculum information meetings, learning workshops and drop in sessions.</p> <p>For parents of children with SEND there are termly opportunities to meet and discuss specific next steps and targets. The Headteacher also operates an open door policy and is very happy to meet with parents by appointment to discuss any aspect of your child's education. We have a strong Fleet Infant School Association (FISA) and also parent volunteers who assist in the classrooms and with trips. Governors and the Headteacher send out parent/carer and child questionnaires regularly, this helps to support a cycle of continued school improvement.</p> <p>The headteacher holds a parent Forum half termly. Our website has information about the curriculum and also additional information to help families support their child's learning.</p>
How are equipment and facilities and specialist expertise secured to support children with SEND?	<p>We have an Accessibility Plan and as such make every effort to make reasonable adjustments where possible. We can provide Personal Evacuation Plans for any pupil who requires one. We have disabled toilet facilities. Equipment and resources are purchased for pupils with SEND when needed and with expert advice. We work closely with the Local Authority and Health Services to provide for all pupils.</p>
How are children involved at Fleet Infant School?	<p>Pupil voice is very important at our school. We encourage all children to take a full and active role in their education and they are encouraged to offer their thoughts and views at class and whole school level through different areas of the curriculum, pupil surveys and our School Council. We involve parents/carers in discussions and adapt as required. Pupils on the SEND register are invited to share their views at reviews and are supported to complete their own individual one-page profile.</p> <p>We make every effort to include all pupils in trips and activities. We would write an individual risk assessment where required to ensure the safety and needs of the child are met.</p>
What steps should I take if I have a concern about the school's special educational needs and disability provision?	<p>You should contact your child's class teacher in the first instance and/or talk to the SENDCo/Headteacher. If you are still unhappy, the school has a formal complaints procedure which is available on the website and has clear steps to follow should you wish to complain about the school's management of your child's special educational needs.</p>
How will Fleet Infant School prepare and support my child to join the school or transfer to a new school?	<p>When your child joins from pre-school the SENDCo will liaise with the staff there to find out more about the provision that might be needed. Your child will follow the transition pattern which includes visits to the school and we may need to have a meeting to discuss your child's individual needs. Extra visits or resources may be required.</p> <p>On transfer to Key Stage 2 the class teacher and SENDCo will liaise with the next school and may decide that a transition meeting is needed between both schools and yourselves. Your child will follow the transition pattern but additional visits and resources may be needed.</p>

Where can I get further information about services for my child?	The school is able to support you in accessing additional services. This information report is provided as part of, and is linked to, Hampshire's Local Offer: http://fish.hants.gov.uk/localoffer
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Please remember that for any concerns, worries or questions you may have, come in and talk to us. We will support you and your child/children to ensure your child makes progress in a fun and happy environment.

Questions Raised by Children

 <p>What do I do if I think I need help?</p>	If you think you need help, talk to your teacher to let them know. You may want to talk to your grown-ups at home too to let them know how you are feeling. You can talk to any adults in school including Mrs Clark, our Headteacher.
 <p>How does my school know if I need more help?</p>	Your teachers do lots of different work with you to find out what you know. They might watch you, talk to you and work with you. If they think you need some help, they will let you know who will help you and when.
 <p>Who will help me at school?</p>	There are lots of adults that can help you at school. Your teacher and classroom assistant will help you as well as other adults in school. Different adults can help you with different things.
 <p>How will I know how well I am doing?</p>	When you work with an adult they will tell you how well you are doing. They might also write in your book, give you a sticker and let your parents know how pleased they are with you.

	<p>Will my learning be too hard?</p>	<p>Your teacher will plan work which is just right for you. If you find it too hard, tell your teacher and they will help you in the best way they can.</p>
	<p>Can I help with my learning?</p>	<p>You will be able to decide what your next steps or targets might be in consultation with your teacher. There are other ways you can help with your learning such as trying to be independent and trying your best.</p>
	<p>What should I do if I am worried about something?</p>	<p>If you are worried about anything at all you can speak to any of the adults in school and your parents. Mrs Clark will also talk to you if you are worried.</p>
	<p>Are there adults in school who have been trained to help children who need extra help?</p>	<p>There are lots of adults in school who can do lots of different things. These adults have learnt how to help you with different things like speaking, handwriting, moving and behaving well.</p>
	<p>Can the adults in school get extra help from experts if they need to?</p>	<p>The adults in school have lots of ways of speaking to experts who can help you to make even better progress with your learning.</p>
	<p>What help is there to help me get ready to start at my new School?</p>	<p>When you start a new school the adults and your parents will work together with you to make sure you know everything you need to. Sometimes the adults will have meetings to share information. You will be able to have visits to your new school and meet your teacher and friends.</p>

The following associated policies and documents are available on the school website:

Accessibility Action Plan

Admissions Policy
Anti-bullying Policy
Assessment Policy
Attendance Policy
Behaviour Policy
Child Protection Policy, Procedure and Safeguarding Guidance
Complaints Procedure
Data Protection Policy
Freedom of Information Policy
Health and Safety Policy
Equality Policy with Objectives
Restrictive Physical Intervention Policy
Special Educational Needs Policy
Supporting Pupils with Medical Needs
Teaching and Learning Policy

The school is monitored by Hampshire Inspector Advisory Service and OFSTED.

**This information report was drafted and amended after consultation with parents, pupils and parent support groups.
It is linked to the Hampshire Local Offer.**

Last updated: September 2025