

Kings Furlong Junior School

Special Educational Needs and Disability Information Report



(to be read in conjunction with the SEND Policy)

Created: September 2017

Reviewed: July 2026

The Children and Families Act 2014 requires all schools to publish a Special Educational Needs and Disability (SEND) Information Report to inform parents about their SEND policies, procedures and support given to children with special educational needs and/or disabilities. The views of parents from our school community have been sought in the development of this information report. Hampshire County Council are also required to inform parents of their local offer, which can be found [here](#). The local offer sets out the services available to all children and young people with Special Educational Needs or Disabilities aged 0 - 25 years in Hampshire.

At Kings Furlong Junior School, we are committed in meeting the needs of **each and every** child in our care by being a fully inclusive school and including them in our school community. Through quality teaching and an engaging curriculum, we support all children to become successful throughout their learning journey with us and beyond.

However, there may be occasions when additional support is required in order for an individual child to meet their full potential and it is our duty to make sure we meet their needs at the earliest possible moment.

Kings Furlong Junior School SEND Co-ordinator (SENDCo) –

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Mrs Wright has achieved the National Award for SEND Accreditation at Winchester University

The SEND Governor – Mrs Lorena Marin Polo

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How does Kings Furlong Junior School know if my child needs extra help and what do I do if I think my child has special educational needs?

At Kings Furlong Junior School, we identify a child who may need extra support in a variety of different ways:

- By close liaison with your child's previous school, particularly during transition between Year 2 and Year 3.
- If the Class Teacher or Learning Support Assistant (LSA) raises concerns about your child's progress or change in behaviour.
- If during termly progress meetings between teachers and senior staff, it is considered that your child is performing significantly below their expected levels.
- If you raise a concern with the Class Teacher, SENDCo or Head Teacher.
- If your child asks for extra support.
- From assessments by outside agencies, such as a physical need.

If you feel your child may have special education needs or a disability please come and talk to us. We have an open-door policy and Class Teachers are always happy to discuss your child and any concerns you may have. You can also contact our SENDCo, Mrs Wright or the Head Teacher, Miss Westaway, via the school office.

How will Kings Furlong Junior School support my child?

To make sure we provide the best support for your child at Kings Furlong Junior School, we have a number of experienced and highly trained members of staff and governors who will oversee the provision your child will receive to enable them to be successful in our school. They are: the SENDCo, Class Teachers, Pastoral Support LSA, ELSA, LSAs and the Board of Governors.

The SENDCo's role is to co-ordinate the SEND provision in the school to make sure your child's needs are met by:

- Quality First Teaching (such as differentiation in class, providing resources to adapt and support the National Curriculum to teachers, and supporting teachers and LSAs with SEND training).
- Extra support in class from other adults, such as LSAs.
- Small group or 1:1 interventions led by trained LSAs, such as Read Write Inc, Precision Teaching, Speech and language etc.
- Liaison with external agencies to support your child's specific needs, such as Educational Psychologists, School Health, Speech and Language Therapists, Behavioural Support Specialists (PBS).
- Being held to account by reporting to the Board of Governors termly on progress made by pupils, interventions, training of teachers and LSAs, and numbers on the SEND register. No individual children are discussed and confidentiality is maintained at all times.

The Class Teacher's role, with support from the SENDCo, is to assess, plan, do and review your child's progress in all areas and consult with you about your child's needs, support and progress. You know your child best and by working in partnership with you, we can support your child to be successful as we work together. This may involve writing a Personalised Learning Plan (PLP) together for your child. This will include SMART targets: specific, measurable and achievable, relevant, time-bound targets, how the school will provide support for your child to meet these targets and what you can do to help your child at home to meet these targets.

The LSAs role may be to work with your child in a small group or 1:1, either within the classroom or in an intervention/focused session outside of the classroom. These interventions are time-limited,

closely supervised and monitored by the Class Teacher and SENDCo to make sure they are effective and right for your child (please see Appendix 1 for a list of the interventions we currently offer at Kings Furlong Junior School).

The Board of Governors' role is to appoint a governor responsible for the monitoring of SEND provision and to challenge the school to provide the very best for every child who has been identified with a special educational need. Our SEND governor is Mrs L Marin Polo, who meets at least termly with the SENDCo to: review and analyse progress data; interventions; provision in class and any training requirements of staff taken or required. The Board of Governors also agree the priorities for the SEN budget, with the aim that each child receives the support they need to make good progress, feel happy and safe and secure within our setting.

How will the curriculum be matched to my child's needs?

Every teacher in our school, is a teacher of children with SEND. Lessons are planned carefully to meet all children's needs and targets. This may be achieved in the following ways:

- Using assessment for learning (AfL) so learning is matched specifically to groups and individual children's next steps to support progress.
- Children may be provided with resources to support ideas and learning, such as examples of the learning they need to achieve, word banks, displays in the classroom, practical resources, etc.
- Adult support in a small group or individually (this could be a LSA or the Class Teacher).
- Resources to support physical needs, such as laptops for writing, writing slopes, wobble cushions, pencil grips etc.

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

At Kings Furlong Junior School, we believe that all children should and will make progress with the right support and interventions.

To make sure you know we are doing everything we can to impact and enhance your child's learning and support their needs we have the following systems in place:

- We have an open-door policy. All Class Teachers will be happy to discuss your child's progress with you including their individual targets.
- SEND Parent Consultations take place once a year as well as parents' evenings which take place twice a year. During these SEND Parent meetings, your child's targets and provision will be discussed and any further concerns you may have can be raised including reviews of targets.
- An annual school report will be sent out at the end of each year, which will highlight your child's successes in all subjects and targets in Maths, Reading and Writing.
- Every child on the SEND register will have a PLP which will detail SMART targets to be achieved within a set period of time. These timings depend on need, but can be between 3 to 6 weeks. These personalised targets are handwritten and kept in a blue PLP folder in your child's classroom. The class teacher refers to the targets many times in a week based on how the specific targets link to your child's learning.
- If your child has complex SEND needs, they may have an Education, Health and Care Plan (EHCP). These will be reviewed, at a minimum yearly with you and any external agencies involved in your child's support. A report will be written and sent to you and the Local Authority. As parents or guardians, you will be invited to share your views and so will your child.

To make sure we know how your child is doing, we will:

- Regularly assess your child's needs against the National Curriculum and age related expected progress. In every lesson and through detailed planning, your child is assessed by the Class Teacher to check where they are improving and what their next steps are to improve further. The Class Teacher will use this information on a daily basis so your child gets the right support quickly.
- Termly progress meetings – your child's progress will be discussed with the Class Teacher and Senior Leadership Team as well as the SENDCo if appropriate. They will discuss successes but will look in more detail at gaps in your child's learning and what might be preventing them from making expected progress. This discussion will lead to an action plan being developed for your child in consultation with yourself, the Class Teacher and, if required, the SENDCo.
- Review your child's personalised learning plan (PLP) regularly so we can adapt targets if necessary, see where achievements have been made and discuss with you if further support is needed.

How can we help you help your child?

We believe partnership is the key to your child's successful learning journey. We can support you by:

- Listening to your concerns and helping you support your child by suggesting strategies that you can use at home.
- Involving you in discussions about your child's progress and how you can support them outside of school to achieve their targets.
- Supporting you in contacting external agencies to ask for more support, such as asking for an assessment referral through your doctor to a paediatrician, when we have shared concerns.
- Supporting you with completing forms for external agencies.
- Providing family support from a Family Support Worker or Primary Behaviour Services to tackle any difficulties you may be having at home due to your child's needs.

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

Schools are allocated a SEN budget by the local authority to prioritise and allocate to individuals on the SEND register and/or training of teachers and LSAs to meet the needs of every child with SEND. Your child is unique and their needs will be different to any other child with SEND. Therefore, adult time, resources and access to external support will be decided on the individual needs of your child, in consultation with you.

When your child transfers from another school, particularly in Year 3, our SENDCo, Year 3 teachers and/or Head Teacher will meet with the feeder school and discuss the needs of the children coming into Kings Furlong Junior School. Their current targets will be used as a starting point for their support until we assess them at the beginning of Year 3. These assessments will be discussed with you - and your child's current targets will be reviewed and new ones will be set, if your child still requires additional support.

We have a variety of LSAs within a year group, however these are not set LSAs per class. It is down to the year team based on their weekly PPA (planning, preparation and assessment time) that they decide where the LSA support will take place during the mornings for reading, writing and Maths based on the lesson and learning outcomes. Promoting independence in learning is at the heart of

our curriculum and ethos. The Class Teacher will use your child's personalised learning plan (PLP) and their own daily assessment to decide whether your child needs extra support and for how long in a lesson. Support may also be in the form of resources given to your child to use in the lesson, such as word banks, practical apparatus, etc.

If your child has an EHCP, then their targets towards outcomes and the level of support to meet these targets and outcomes will be detailed in this document and discussed in review meetings. Many LSAs work in the afternoon delivering interventions (see Appendix 1 for list) which your child may be a part of, this will be based on the needs of your child.

We believe that every child should be successful, and by addressing your child's needs quickly and effectively we can help them catch-up with their peers. When this happens, they may be removed from the SEND register through careful reviewing, if appropriate. If removing your child from the SEND register is something we are considering we would have a meeting about this. If your child is removed from the SEND register due to making progress in line with their area(s) of need, they will continue to be closely monitored by the Class Teacher and SENDCo.

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

As an inclusive school, we firmly believe that our curriculum should be accessible to all pupils. This includes activities that take place both inside and outside the classroom, and also beyond our school grounds. We will do all we can to assist pupils with SEND in taking part in activities as fully compared to non-SEND pupils. To make sure this happens, we may increase levels of staffing, request support from parents or carers, allow extra time for activities, or seek further advice. Further, risk assessments are carried out and Individual Behaviour Management Plans (IBMPs) are put in place to try and enable all children to participate.

What support will there be for my child's overall wellbeing?

Kings Furlong Junior School offers a wide variety of pastoral support for pupils who are encountering emotional or social difficulties. ~~Our Behaviour and Mental Health leader, Mrs Steadman, works closely with Mrs Wright, our SENDCo, to plan and resource this provision.~~ These include:

- Promoting a caring ethos and environment, where your child knows that they can talk to an adult at any time.
- Providing a range of interventions to give pupils a time to talk in a structured and safe environment, for example, with our Thrive practitioner, Mrs Irving. These may be 1-1 with an adult, or with a small group of children.
- Providing structured activities during lunch times and play times, as well as after school clubs. This includes OPAL play opportunities during lunchtimes and Thrive break and lunch time clubs.
- Providing opportunities for your child to work with a trained ELSA (emotional literacy support assistant).

For children with medical needs, we will make sure a care plan is in place, and that all staff are aware of the needs, and are trained to deal with an emergency should one arise. All staff receive Epipen awareness training delivered by the school nurse. We do ask parents to contact the Class Teacher if medication is recommended by Health Professionals to be taken during the school day. On a day-to-day basis, the admin staff generally oversee the administration of any medicines.

Good attendance is very important to us. As a school, we will do all we can to make sure a child attends school regularly, and we want to work with you should difficulties arise. We use a local

parent support advisor who can support you at home, Kathy Gare. We have procedures in place should attendance and/or punctuality be at a level that causes concern.

It is in our nature to support and challenge pupils who behave in unacceptable ways. We work positively with our pupils, ensuring that they understand the rights of others, the need for respect, and also the responsibilities they have as members of our school community. For children with needs that cause poor behaviour choices, we will do all we can to both support the individual child, and the safety of other pupils. Please refer to our Behaviour Policy for more information.

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

We work closely with outside agencies to make sure your child has access to high quality, highly specialised support. The agencies used by the school include:

- Hampshire Educational Psychologists
- CAMHS (Child & Adolescent Mental Health Service) including the Mental Health Support Teams in Schools service
- Children's Services
- Primary Inclusion Team
- Social Services
- NHS Speech & Language, physiotherapist and Occupational Therapy teams
- School Nurse
- Primary Behaviour Services
- Supporting Families Project
- Basingstoke Early Help Hub (which signposts us to range of support)
- Maple Ridge Outreach Support
- Simon Says (support for bereavement)
- Basingstoke Young Carers
- EMTAS (Ethnic Minority and Traveller Achievement Service)
- The Communication and Language Team
- Specialist teacher advisory for: hearing, physical disabilities, visual impairments and communication and interaction.

What training have the staff supporting SEND had or what training are they having?

- Several of our staff have been trained in helping our children to be emotionally literate.
- Two members of staff are trained Thrive practitioners.
- Class Teachers and LSAs are given training by Hampshire SEND advisors in a variety of areas, including: supporting children who have suffered a trauma and those with hearing impairments.
- Several of our staff are trained to deliver Speech and Language programmes, and receive support from NHS speech and language team. One member of staff is ELKLAN trained (Elklan are a range of accredited training courses for those working with children who have Speech, Language and Communication Needs).
- Several of our staff are trained in delivering occupational therapy programmes (always under the guidance of NHS staff).
- Many of our staff are trained to deliver reading and spelling / phonics programmes, including RWinc.
- As a school, we are deepening our understanding and ability to support pupils who demonstrate poor language skills.
- Some members of staff are able to deliver dyslexia screening tests, which give an indication of dyslexia, but not a formal diagnosis.
- If the school does not have specific expertise or training in an area of need, we will do our best to rectify this, for the benefit of our pupils.

How accessible is the school both indoors and outdoors?

As a school, we are happy to discuss individual access requirements, and it is best to contact the school should this be a concern. The different entrance points to Kings Furlong Junior School are accessible via wheelchairs. However, the school building is 'split-level', meaning that it essentially spans 3 floors. Stairs are used to access each level internally, but the middle and lower floors can be accessed by an external route. In the past, the school has supported pupils with physical disabilities can access our school by locating that child's classroom on the ground floor. At present, the school does not have a lift or a disabled toilet. Playground areas are on flat ground.

How are parents involved in the school, and how can I get involved?

It is extremely important to us that as a parent or carer, you are involved in your child's education. This can happen in a variety of ways, including:

- Attending class trips, assemblies, lessons, presentations and other activities.
- Meeting with Class Teachers, SENDCo or the Senior Leadership Team on an ad-hoc basis, or for more formal meetings, such as parents' evenings.
- Keeping informed of events and meetings through browsing our website, and reading letters and in-app messages via Arbor (Parent Portal) sent home.
- Meeting with adults from external agencies, usually at the school.
- Volunteering with the school to support pupils and/or teachers (e.g. reading with children on a 1-1 basis).
- Attending parent workshops run by the school, which give you information and advice about particular subjects or curriculum areas.

How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?

Transitions are a huge challenge for most children, as their routines, friendships and sense of security can all change overnight. Because we understand the impact of change, and the need to get

it right, we will do all we can to make sure you and your child feel as comfortable as possible during this time.

We encourage you to visit our school as early as possible if your child might be joining us. Through taking a tour around our school, meeting the teachers and LSAs, and through discussing your child's needs more deeply with the Senior Leadership Team and SENDCo, we will endeavour to reassure you of the provision we can put in place, should we agree that Kings Furlong Junior School can meet your child's needs to support them to flourish.

If your child is joining us in Year 3, or has come from another school, we will contact them to make sure there is a smooth transition, and that we know as much as we can regarding their needs and previous provision. If necessary, our staff will arrange a meeting with the previous school and/or any external agencies. This may take the form of a formal meeting, a Transition Partnership Agreement (TPA), or a Team Around the Family (TAF) meeting. We would also encourage your child visiting our school before officially joining us. This may be for short periods of time, a few mornings, or whatever would be best to support the transition.

The process is similar if your child is leaving us to join another school for any reason. We will endeavour to share information and any knowledge we have gained that will support the new school, and make arrangements for transition visits and meetings where necessary.

If your child will be joining us, or leaving us, please do get in touch as soon as possible so that we can put a transition plan in place.

Who can I contact for further information?

- The first point of contact for any discussions about your child should be the Class Teacher. They will be happy to support you.
- The SENDCo or Head Teacher are available to meet with you to discuss your child's progress or any concerns/worries you may have. Please contact them via the school office.
- The school works closely with many outside agencies and are able to provide bespoke advice regarding support for children and their families.
- If you feel you are having difficulties and have spoken to us in depth about them, then you may wish to follow our complaints procedure, which can be found on our website under the 'policies' section.
- If you require more information, please contact us on 01256 325 324.
- You may wish to contact the Hampshire SENDIASS on 0808 164 5504, or email them on info@hampshiresendiass.co.uk or visit their website at <https://www.hampshiresendiass.co.uk>. SENDIASS offer advice and support to parents and carers of children and young people with special educational needs and disabilities. They are a free, impartial and confidential services.
- Further help can be found at the IPSEA website, www.ipsea.org.uk. IPSEA is a national charity providing free legally based advice to families who have children with special educational needs.

Appendix 1: Some of the interventions offered by Kings Furlong Junior School

The following is a non-exhaustive list of the interventions available to our pupils. It is important to note that not all interventions are applicable or available for every child. Further, sometimes there is a need to prioritise allocation based on need; however, we will always do our very best to meet the needs of all our pupils. These are the **four broad areas of SEND needs** as specified in the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

Communication and Interaction

- Speech and Language Programmes – as directed by the NHS Speech and Language Therapist
- Visual timetables, task boards, prompt cards and instructions
- Pre-tutoring books for new vocabulary
- Social stories to prepare children for changes to routines and events
- Language Link resources 1:1 or in a small group
- Read Write Inc 1:1 or in a small group
- Social Skills group
- Lego Therapy
- Cued Articulation

Cognition and Learning

- Word banks, writing frames, practical resources for Mathematics
- Read Write Inc 1:1 or in a small group
- Paired Reading and priority readers
- Language Link resources 1:1 or in small group
- Precision teaching – focusing on next steps in learning for reading, spelling and maths

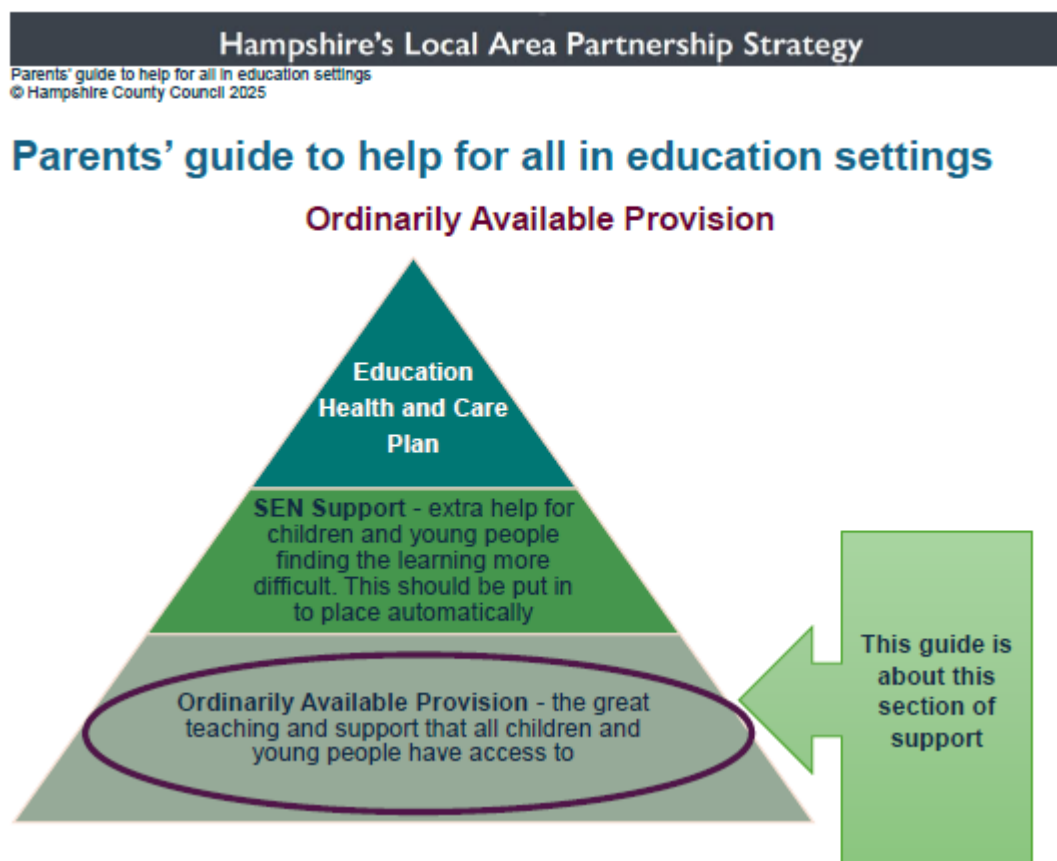
Social, Emotional and Mental Health Difficulties

- Clear expectations and robust behaviour policy
- Pastoral support for children with emotional difficulties
- ELSA
- Social Skills groups
- Nurture Groups
- Oasis group
- Social Use of Language Programme (SULP)
- Socially Speaking groups
- Thrive activities

Physical and/or Sensory Needs

- LSA support in PE lessons and moving around school
- Quiet areas in classrooms to work
- LSA trained to meet individual physiotherapy and occupational therapy programmes
- Fine and gross motor skills including handwriting
- Sensory movement activities throughout the day
- Use of sensory circuits
- Personalised movement breaks
- Use of ear defenders
- Sensory equipment to support emotional regulation

Appendix 2: What is Ordinarily Available Provision (OAP) and How Does Kings Furlong Juniors Deliver OAP?



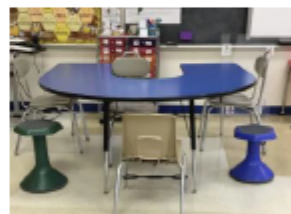
What is Ordinarily Available Provision?

This is the help that every child or young person should get in their education setting. It is the support which everyone accesses, even if they do not have special needs. You can watch a video about it on this link: [Family Information and Services Hub | Ordinarily Available Provision and SEND Support](#)

What should ordinarily available provision look like?

In the classrooms:

- Special chairs or desks
- Calm colours and not too much noise or clutter
- Tools to help with keeping focus and learning
- Sitting in the best place to learn
- Pictures to help understand and remember information



What adults do:

- Believe everyone can do well

Hampshire's Local Area Partnership Strategy

Parents' guide to help for all in education settings
© Hampshire County Council 2025

- Use clear and kind words
- Help everyone get ready for any changes
- Break tasks into small steps
- Use pictures, sound and action to help teach
- Give time to practise and go back over learning
- Help everyone to talk about their learning
- Use tools like sentence starters or checklists



Setting values:

- Use signs and pictures to help with talking and understanding
- Believe that everyone can learn and be successful
- Keep rules and routines clear and fair
- Make sure everyone feels that they belong

What if this is not happening?

If you are worried about progress, talk to the special educational needs coordinator (SENCo). They may need to try some different things and this is something that every education setting can.

If you do not feel that the help is there: Talk to the SENCo or a leader, contact groups like Hampshire Parent Carer Network [Hampshire Parent and Carer Network](#) or SENDIASS [Hampshire SENDIASS - Special Educational Needs Support](#).

What does Ordinarily Available Provision (OAP) mean?

OAP is part of a school's approach to inclusive education based on individual needs. It removes barriers to progress and supports the development of every child. It forms part of everyday provision that schools are expected to deliver, within their resources, and is available to all children as part of high-quality teaching and learning practice.

Key Principles of OAP:

1. Empowers children and young people to be independent and develop their decision making in preparation for adulthood.
2. Takes a personalised approach that acknowledges success looks different for everyone.
3. Holds the views and aspirations of children, young people and their families central to planning, and make sure they are included in decision making.
4. Make sure assessment and intervention focus on identified needs and not a diagnosis. This refers to a need led approach that centres on inclusion and adaptations.
5. Is a whole school approach, where inclusion is fully integrated, not something extra.
6. Places a strong focus on inclusive practice where schools endeavour to remove barriers to learning, adapt to support progress and social inclusion, create environments that offer a strong sense of belonging for all learners

What does ordinarily available provision look like at Kings Furlong Junior School?

In the classrooms:

- Calm, visual, pastel-coloured displays to reduce sensory and cognitive overload and support and embed learning.
- The use of Widgeo to support communication, understanding and reinforce: learning, concepts, instructions and develop independence.
- Break tasks and instructions into small steps using: visuals, gestures and resources to support understanding and develop independence.
- Provide additional processing time 'wait eight' (seconds) to support learners to process language, learning, key changes and respond accordingly.
- Support children to know the plan and routine for the day and prepare for any changes using a class, visual timetable, or individual visual timetable if required.
- Use of tools, for example, task planners, sentence starters, planning scaffolds and visual word banks.
- Provide time to practise and overlearn new concepts and learning.
- Develop communication and oracy skills by using visuals and prompts to support everyone to talk about their learning and communicate with each other confidently.

Break and lunchtimes:

- Lunch time club
- Thrive lunch time club
- The development of Opal Play

What staff do:

- Believe and encourage all children that they can achieve and be successful.
- Provide class movement breaks e.g Walk and Talks or individual movement breaks or sensory circuits if required to support focus, attention, engagement and well-being.
- Offer therabands or wobble cushions to support sensory and vestibular needs which provide movement and sensory feedback whilst learning in the classroom.
- Offer ear defenders to children who may experience sensitivities to certain noise and decibels.
- Use multisensory approaches to learning to support all types of learners.
- Adapt and personalise tasks and learning when required.

Build strong relationships:

- Prioritise getting to know children and colleagues.
- Show genuine interest in their lives and experiences - Create safe spaces.
- Make sure children feel respected and understood.
- Foster an environment where children feel safe to express themselves and take risks in learning Listen with purpose.
- Actively listen to children's concerns and needs.
- Validate children's feelings and experiences. This will help build trust and model positive behaviour.
- Show kindness, open-mindedness, empathy, in your interactions. Collaborate with families and colleagues.
- Work together to provide consistent support for children.
- Engage parents and external agencies to create a unified approach Understand and respond to behaviour.
- Understand behaviour is a form of communication
- Address underlying needs rather than just managing symptoms. Provide ongoing support and training.