



Boxgrove Primary School - 2023 - 2024 SEND Information Report

School Offer (Response to the 14 Questions)

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SEN Information Report 2023-2024

	Question	School Response	Examples of good practice at our school
1	How does Boxgrove Primary School know if children need extra help and what should I do if I think my child may have special educational needs?	We are interested in the well-being and education of every child who comes into our school. We have rigorous monitoring in place that tracks the progress our children make in key areas of the curriculum. Our staff are skilled in identifying any concerns regarding a child's educational or social needs. We also use data and other forms of assessment to identify additional needs. Parents/carers are strongly encouraged to speak to the class teacher, Year group leader, Key Stage leader and/or the Special Educational Needs and Disabilities Coordinator (SENDCo) about any concerns they have. They will be informed about the next steps the school will take and what is involved. The SENDCo can be contacted via the office.	<ul style="list-style-type: none"> • The class teacher/ teaching assistant notifies the SENDCo if they and/or a parent/carer have concerns about a child. • We identify children who need additional support through our everyday observations and assessments; termly progress data meetings; SENDCo observations. • We use the current SEND criteria to decide whether a child needs additional support together with our professional knowledge of the child. • As professionals we are able to observe certain learning behaviours and put specific strategies in place to help a child with additional needs.

2	How will staff at Boxgrove Primary School support my child?	All our teachers are teachers of Special Educational Needs. Once a child has been identified as having a special educational need we will develop a more personalised programme to support the child's learning. Where possible this programme will be taught in class but on occasions the child may work out of class in a quiet area of the school with a member of staff. Most often these intervention programmes are delivered as part of a group although some are delivered one to one. Every year group has access to teaching assistants (TA) across the week to support the cohort in addition to a qualified .	<ul style="list-style-type: none"> • Many of our teaching assistants run group intervention programmes that are tailored to meet the needs of specific children. • We have many areas of expertise amongst our staff and we are able to draw on this in order to get the right provision for each child eg. ELKAN speech and language programmes; teaching assistants/special needs assistants with knowledge of Autistic Spectrum Disorders (ASD), and sensory needs etc. • Our TAs attend a variety of training opportunities across the year , either in house training delivered
		(See Whole School Provision document on the SEND section of the website)	<p>by senior leaders or external training provided by the Specialist Teaching Team (STIP)</p> <ul style="list-style-type: none"> • When we notice particular needs arising we endeavour to train key staff accordingly.
		<p>teacher in every class. This means that if a child needs additional help in the classroom to access the curriculum we are able to allocate staff where possible.</p> <p>Where we feel progress is not as we would expect, we are quick to respond to find alternative support.</p>	

3	<p>How will the curriculum be matched to my child's needs?</p>	<p>Being an academy school, at Boxgrove we have the flexibility of setting up a curriculum that is designed to excite and motivate all children. Differentiation of the curriculum in each classroom is excellent. This means that tasks are matched to each child's ability so that they can make progress against their targets. The targets set will be within reach for the child and be shared amongst relevant staff. We have mixed ability classes where children are taught by their teacher alongside their peers.</p>	<ul style="list-style-type: none"> • We take on board advice given by outside agencies and we build this into a child's regular day eg. we incorporate exercises recommended by the physical and sensory service; occupational therapy; etc. • In the Early Years we have a balance of adult-led and child initiated activities. • Any changes to the curriculum in line with national and local initiatives are monitored by the Senior Leadership Team. • The Governors' Curriculum Sub-committee meets once a term to monitor specific aspects of the curriculum which then informs the full Governing Body meeting.
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4	<p>How will both you and I know how my child is doing and how will you help me to support my child's learning?</p>	<p>We regularly share progress on each child at scheduled parents' evenings. The SENCO will also provide opportunities for individual meetings requested by parents or staff across any given term. We talk about what can be done by families at home to support a child's learning at school. Each child with SEND also has an individual plan which is recorded on Edukey, our electronic SEND information system. Children with additional needs have their specific targets set and reviewed once a term as part of the Plan, Do, Review cycle . These are then shared with parents/carers electronically using their individual unique code for their child .</p> <p>We host a number of learning events to help families understand what and how we teach their children and how they can best support their child's needs. We are more than happy to arrange additional meetings either directly with the class teacher or through the office. We understand that supporting a child's learning at home is not always an easy job. We also</p>	<ul style="list-style-type: none"> • We give formal feedback through Parents' Evenings, School Reports, Individual SEN plans on Edukey and also Annual Reviews for children with an Education, Health and Care Plan (EHCP). • We give on-going feedback to children through our Feedback and Marking Policy and through discussion with the child. • We run workshops to help parents support their children at home eg. Read, Write, inc workshops, maths workshops. • We give careful consideration to what is required to overcome a child's barrier to learning eg. sessions with our Home School Link Worker, language activities with our ELKAN trained staff, STIP the specialist teachers linked to our school . • We conduct regular updates on targets and put in new ones when required.
		<p>have an excellent Home School Link Worker (working Tuesday - Friday) who supports families in a variety of ways providing on hand support as well as excellent signposting to services available in the area and online. We would encourage you to share any concerns with us however minor.</p>	<p>When required, we give parents/carers updates at the end of the school day or over the phone.</p>

5	What support will there be for my child's overall well-being?	<p>We know that all children learn best when they are happy. Our staff share this belief and work very hard to establish positive relationships with each child in their care. We have a zero tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours. Our PSHCE programme also looks to develop emotional and social development. Our highly skilled Home School Link Worker works with individuals and with families to support their well-being.</p> <p>Many staff are trained to support medical needs. We have clear medical procedures which are shared with parents.</p>	<ul style="list-style-type: none"> • Staff are trained in general first aid. • There is a high level of communication amongst staff in order that we have a consistent approach to each child. • In the Early years we have daily fruit and milk time which models healthy eating as well as how to enjoy similar social situations. • We have procedures in place for when a child needs medication to be given by school staff. Some members of our staff have been trained to administer specific diabetes medication.
6	What specialist services and expertise are available at or accessed by the school?	<p>Our staff have a high level of expertise which we draw upon on a daily basis. There are occasions, however, when we need to seek advice from the specialist teachers at the Local Authority such as the Educational Psychologists; Behaviour support teachers; Occupational Therapy; Physical and Sensory service or colleagues from Learning and Language Support. We also have excellent links with colleagues in the NHS such as Speech and Language Therapists, Paediatricians and Physiotherapists. Referrals to these agencies will only be made with the permission of parents/carers.</p> <p>Our Home School Link Worker and Designated Safeguard Lead work closely with colleagues from Children's Services in order to meet any social care needs.</p>	<ul style="list-style-type: none"> • We meet each year with key professionals to plan out aspects of provision for those of our children with special educational needs or disability. • We always seek permission from parents to take advice from an outside agency and when they observe or assess a child an extended invitation is given to the parent/carer to meet with the specialist . Reports will be shared by the class teacher or sometimes the SENDCo - with parents. • We utilise outreach services from specialist schools such as Freemantles School (specialising in teaching children with Autism). • We have very positive relationships with our school's designated SEN case officer from the Local Authority.

7	What training are the staff supporting children with SEND had or are having?	<p>Our Special Educational Needs and Disabilities Co-ordinator (SENDCo) is a qualified teacher and member of the senior leadership team. All staff who work with SEND children are dedicated to making a difference to each child's education. We regularly invest time and money in training our staff to continuously further improve our Universal and SEND support provision. We train staff appropriately to ensure they run interventions effectively. (See Whole School Provision Map.)</p> <p>We invest heavily in the continuing professional development of our teaching assistants so that the children receive high quality additional support.</p>	<ul style="list-style-type: none"> • We draw on our own expertise within the school to provide training and professional development for members of staff working with our children. • Continuing professional development is part of the culture of the school and often staff will attend courses by outside providers. • Teaching assistants meet termly with the SENDCo and SLT for training and here they are able to share aspects of good practice as well as sharing information. • Our Teaching assistants and special needs assistants share their expertise with other colleagues as part of a learning triad. • A number of staff have attended ELKLAN training. • This is a course for staff who work with children who have social communication and language needs.
8	How will my child be included in activities outside the classroom including school trips?	<p>Our school promotes inclusion of all our children in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met. Where applicable parents/carers are consulted and involved in planning and at times invited to assist on school trips to support their child . We always produce very thorough risk assessments of all off-site activities and pre-visit allowing staff members to pre-empt anything concerning.</p>	<ul style="list-style-type: none"> • For children with Autism we prepare booklets of photographs showing key aspects of the trip they are about to go on. We will also prepare them using social stories – giving them a pictorial view of any changes that about to be encountered and strategies to deal with them. • Where children with a disability cannot fully access an activity we ensure that we provide an experience that is as similar as it can be to the rest of the class. • Where necessary, individual risk assessments are carried out in consultation with parents/ carers.

9	How accessible is the school environment?	<p>We have an Accessibility Plan in place and as such we consider our environment to be fully accessible(See Accessibility Plan). We are vigilant about making reasonable adjustments. Our policy and practice adheres to the Equality Act 2010. We monitor the languages spoken by families in our school and we produce a school prospectus that is more accessible to our parents who do not have spoken English as their first language. We also utilise the expertise with our staff to interpret where possible.</p>	<ul style="list-style-type: none"> • The school is well equipped with a disabled toilet, hoists, ramps and other specialist equipment. • We hold KS1 and KS2 English as an Additional Language (EAL) workshops throughout the year focusing on the routines of the school day, how to support their children with their learning and where to find key information. • We work closely with special schools where children may be integrated on a part-time timetable with us, as a main stream setting, eg Treloars SEND school. We take the utmost care in ensuring a bespoke inclusive experience for all pupils who attend Boxgrove. • We will use communication systems such as PECS for our non-verbal students
		<p>Where possible, we try to ensure that non English speakers or those who struggle with written English understand the content of letters that go home.</p>	<ul style="list-style-type: none"> □ We have a google translate option on our school website to allow access for all our EAL parents/carers. •

10	<p>How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?</p>	<p>We have a robust induction programme in place for welcoming new children to our school. We offer a flexible and individualised induction programme according to need. Our provision maps and individualised programmes for children with additional needs record what helps the child to learn and this information is passed on in transition. We have very good relationships with the schools that our children move on to.</p> <p>If there is important information to share, our Home School Link Worker (HSLW) does transition work with children who are starting or leaving the school. We identify vulnerable pupils in Year 6 who may need extra transition support and works closely with HSLWs and Heads of Year at the new school.</p>	<ul style="list-style-type: none"> • Our Year 6 teachers have a very thorough handover meeting with teachers from local Secondary schools. • Our SENDCo meets with the Head of Year or SENDCo from the main transfer schools. • Where a child has a Statement/EHCP we invite the SENDCo from the next school to attend the Annual Review meeting. • All files containing important SEND information about the child gets passed on to the next school. • During the last term in Year 6 we spend a lot of time looking at transition. Children receive a transition book from the new setting to refer to over the summer . Where required additional induction days will be organised with the new school. • If available, the school will apply for a specific transition programme devised by the Local Authority for our vulnerable Year 6 children to access. • We ensure that we have good prior knowledge of any child coming to our school with additional needs from another setting . The SENCO will speak directly to the other setting’s SENCO . We also can share information through Edukey very easily if the school is also using the same electronic system.
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11	How are the school's resources allocated and matched to children's special educational needs?	Resources are allocated according to the needs of the child. All interventions are monitored by the SENDCo in order to ensure that they are conducted to a high standard. The SENDCo looks at the assessment data for children in intervention programmes. If the programme is effective and achieves the desired outcome we continue to use it as this represents value for money. Each year we review the needs of the whole cohort to see if there is a change in the overall make-up of the school. Decisions are then made as to whether any additional interventions need to be put in place.	<ul style="list-style-type: none"> • We carry out drop-in observations to monitor the quality of the interventions. • TAs are given time at the end of term to input their summative assessment and feedback on how a child has done in their intervention that term. Edukey is then able to use that data to help us see the effectiveness of certain interventions. • We are flexible with our staffing and can move members of staff around according to individual need, if appropriate. • We keep a wide range of SEND resources for use in the classrooms eg. pencil grips, Theraputty, chewellery, privacy screens, weighted lap cushions etc. • For the youngest children we can apply for discretionary funding where appropriate. • The Head Teachers, SENDCo and Bursar keep a close eye on ensuring that resources are allocated appropriately from the SEND budget.
		When a child needs additional resources eg. a writing wedge or adapted scissors, Plus 1 maths intervention book, we use our SEND budget to buy the right equipment.	

12	<p>How is the decision made about what type and how much support my child will receive?</p>	<p>Should additional support be required, this is undertaken after consultation with the relevant staff, the child and their family and in some cases in consultation with outside agencies such as the STIP's Literacy and Learning Service . Our decisions taken are in line with the SEND Code of Practice. Decisions are made on an individual basis according to the needs of the child.</p> <p>If your child has a Statement of Special Educational Needs/EHCP, we will provide the level of support listed in the document. The amount and type of provision in the Statement/EHCP is decided after the views of key professionals have been taken on board and after a period of consultation with parents.</p>	<ul style="list-style-type: none"> • Teachers meet with families to talk through the best type of intervention needed to further support their child's learning. • Teachers talk to the child about their participation in an intervention programme linking it to their specific targets. • Targets are reviewed regularly and adapted as required. • TAs feedback to staff on how the effective the interventions are.
13	<p>How are parents involved in the school? How can I be involved?</p>	<p>Parents are strongly encouraged to participate in the whole life of the school. We always welcome parents to come in a listen to readers or volunteer their skills during the school day, if you would like to.</p> <p>We have a parent teacher association where parents can become involved in school life. We also have parent governors who can take an active role in the overall running of the school including financial management, curriculum development and whole school improvement.</p> <p>If you would like to become involved in the PTA, governing body or offer voluntary services please contact the school office 01483 563701 or come into school and ask to speak to a member of the office team.</p>	<ul style="list-style-type: none"> • By arrangement we are happy for parents to come in and do voluntary work eg listening to readers . • During book week we encourage parents to come in and share a book from home. • Parents are often invited to help out on school trips. • For children with additional needs, a home-school link book can be set up, enabling the class teacher or a special needs assistant to provide additional information to parents/carers about your child's performance at school. This is set up where there is an obvious need identified for this level of communication about a special needs child. • Parents are also encouraged at the end of the academic year to meet their child's next class teacher and the Year group leader. • If a child has been assessed by an external agency a copy of their report is shared with the parent, when it has been received. • Parents are involved in seeing their child's individual targets if following a more personalised

			programme . They are able to discuss the plan with their class teacher should they wish to .At this stage the class teacher can discuss how you can support your child at home to meet their targets.
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14	Who can I contact for further information?	<p>In the first instance parents/carers are encouraged to talk to their child's class teacher or key worker. You may be referred on to the school's Special Educational Needs and Disabilities Co-ordinator (SENDCo), our Home School Link Worker (HSLW) or other agencies depending on the nature of the enquiry.</p> <p>An appointment can be made with the SENDCo - Mrs Robyn Wright, if it is required by the parent. Her contact details are: 01483 563701, office@boxgrove.surrey.sch.uk</p> <p>If your child is involved with an external agency Mrs Wright can arrange for you to meet with them for further advice, information or support.</p>
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