



Boxgrove
Primary
School

Boxgrove Lane, Guildford, Surrey GU1 2TD

Co-Headteachers:

Mrs Alison Fitch BA (Hons) QTS & Mrs Rebecca Stacey BA (Hons) QTS

Special Educational Needs and Disabilities Policy (SEND)

Assistant Headteacher, Inclusion Lead and SENDCO
(Responsible for Year 3- 6)

Mrs Robyn Wright

Assistant Headteacher, Inclusion Team– **Miss Rebecca Kelly**
(Responsible for Reception – Year2)

SEND Administrator – **Mrs Janet Rosson**

Assistant Headteacher, DSL and Vulnerable Groups – **Mrs Abi Rudall**

At Boxgrove we want every child to:

- Love learning
- Find their strengths and talents
- Achieve more than they thought possible.

1 Introduction

- 1.1 This policy was reviewed and updated in September 2024 in line with the revised Code of Practice.
- 1.2 Boxgrove Primary School provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.
- 1.3 These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.
- 1.4 Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.
- 1.5 The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their disability (See Equality Policy). Schools are required to make appropriate 'reasonable adjustments' for children that have a disability.

2 Aims and Objectives

- 2.1 The aims and objectives of this policy are:
 - To create an environment that meets the special educational needs of each child;
 - To ensure that the special educational needs of children are identified, assessed, provided for and reviewed through the assess, plan, do, review process as outlined in the SEND Code 2014
 - To ensure the Ordinarily Available Provision is being delivered in all classrooms to meet the needs of all children
 - To make clear the expectations of all partners and outside agencies in the process
 - To identify the roles and responsibilities of staff in providing for children's special educational needs
 - To enable all children to have full access to all elements of the school curriculum
 - To ensure that parents or carers are able to play their part in supporting their child's education
 - To ensure that our children have a voice in this process.

3 Educational Inclusion

3.1 At Boxgrove Primary School, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences
- Carry different social and emotional responses to each other.

3.2 Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy
- Planning to develop children's understanding through the use of all their senses and of varied experiences and kinaesthetic learning
- Planning for children's full participation in learning, and in physical and practical activities
- Helping children to manage their behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

4 Special Educational Needs

4.1 Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children of the same age
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

4.2 Many of the children who join us have already been in early education. In many cases, children join us with their needs already assessed. All children are assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

4.3 If our assessments show that a child may have a learning difficulty:

- Teachers may fill in a **SEND CONCERN (SC)** on the Edukey Provision Mapping Tool to outline general areas of strengths and needs and support already in place. This level of support includes all aspects laid out in the Ordinarily Available Provision document devised by Surrey additional Needs and Disabilities partnership (Universal Stage). The child's class teacher will offer extra support that is provided as part of the school's usual working practices. The class teacher will keep parents or carers informed verbally during parent's evenings or adhoc communication and draw upon them for additional information. This will be monitored termly by discussing the child's progress with staff and SLT at pupil progress meetings.
- If the strategies put in place do not result in better outcomes for the child and the teacher and parents/carers feel that the child would benefit from further support the Special Educational Needs Co-ordinator (SENDCO), if not already involved, will become involved. The SENDCO will then take the lead in further assessments of the child's needs , this may include class observations and providing strategies to the classteacher, opportunities for interventions such as Literacy Gold a Dyslexia

package completed on a laptop each day or additional resources such as writing slopes, fiddle toys or ear defenders . There may also be a requirement to deliver more formative assessments, such as a LASS/LUCID Dyslexia Indicator Test.

4.4 At this stage recording the provision given to a child is key in order for there to be a documented pathway of the child's SEND journey. A Special Educational Needs Support Arrangements plan (SSA) will be completed on the Edukey provision mapping tool by class teachers and child will be then listed on the SEN register as **SEND SUPPORT(SS)**. There are opportunities for the teacher to write a broader profile of the child as well as completing an action plan. There will be an outline of the needs of the child in any of the four areas of learning and the range of strategies used to support the child. These strategies and provisions offered at Boxgrove ,delivered by teaching and support staff include:

- Pre -teaching for language awareness and understanding using Word Aware
- Same day intervention for consolidation
- Precision teaching 1:1 basic skills fluency work for reading, spelling and times tables
- Plus 1 and Power of 2 – maths basic skills
- Literacy Gold (Dyslexia laptop based package)
- Target reader
- Literacy for All 1:1 language programme
- Wellcomm Speech and Language programme
- RWI 1:1 programme
- Jimbo Fun -Fine and gross motor skills 1:1
- Sensory diet – brain breaks and sensory feedback work to help with focus and concentration
- Write From The Start -handwriting practice sent home
- Touch typing encouraged to do at home
- ASD friendly group with the ELSA
- ELSA 1:1 and group work –emotional literacy support
- Zones of Regulation – emotional regulation programme.
- Daily Mile
- EAL -Race to English
- A range of physical and sensory resources to be used in the class

We use the 'Assess, Plan, Do, Review' approach for these provisions. The SSA plan will show the short-term outcomes set for the child, and the teaching strategies to be used. It will also indicate the date for the plan to be reviewed. The review will take place at the end of each term and shared with parents and staff working with the child. A new plan will be written at the start of the new term

4.5 If the individual SEND plan (SSA) review suggests that support and advice is needed from outside services (Specialist SEN Support), we will consult parents/carers prior to any support being actioned for permission. In most cases, children will be seen in school by external support services. The agencies available to us are:

- Speech and Language Service
- Specialist Teaching Team Behaviour Support or Language and Learning
- Autism Outreach (Freemantles)
- Physical and Sensory
- Occupational Therapy
- Educational Psychology.

Observations and/or assessment of the child will take place which will lead to suggested additional strategies school can deliver. This will provide information for the child's new SSA. The new strategies in the SSA will, wherever possible, be implemented within the child's normal classroom setting. These outside interventions will be reviewed termly by the Teaching Assistant (TA) who delivers them. Some services provide an external adult to deliver a block of sessions in school e.g., Speech and language or Occupational Therapy.

4.6 In a very few cases, a child may continue to demonstrate significant cause for concern, if so the school will seek advice from the appropriate outside agency as to whether the pupil meets criteria for a request for an Education Health and Care Plan (EHCP). If this next stage seems appropriate, evidence will be gathered and the SENDCO will apply to the Local Authority (LA) through the Surrey Learners' Single Point of Access (L-SPA which can be found on the Surrey Local Offer). This will include a range of written evidence, reports from outside agencies, progress trackers and a detailed costed provision map outlining the provisions that have been given to that child to date. This evidence will all support a request for statutory assessment and subsequent funding to support the child.

4.7 In our school, the SENDCO and Inclusion Team:

- Manages the day-to-day operation of the policy
- Co-ordinates the provision for and manages the responses to children's special needs at the SEND Support stage (SSA and possibly external agency involvement) and EHCP level
- Supports and advises colleagues; working particularly closely with the Inclusion Manager
- Manages the electronic record keeping system (Edukey)
- Works with teaching staff to plan and prepare children for transition to their next school;
- Oversees the records of all children on the SEND register
- Attends bimonthly pastoral meetings where children with a range of additional needs are discussed
- Acts as the link with parents and carers
- Acts as the link with external agencies and other support agencies
- Monitors and evaluates the special educational needs provision, and reports to the governing body
- Manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs
- Contributes to the professional development of all staff through regular training in staff meetings and INSET days and twice termly TA training .
- Co-ordinates all the staff and parental contributions for EHCP applications as well as gathering sufficient evidence to make a robust application
- Co-ordinates and leads annual reviews for all EHCP children
- Is key in helping place any EHCP child into a specialist placement
- Works closely with the SEND admin assistant (Janet Rosson) who works two days a week in the SEND department. The assistant manages the SEND diary, appointments, referrals to outside agencies, hosts visitors to work with our children, manages SEND resources and ordering of equipment, Edukey communication with parents and manages all telephone communication.

4.8 In our school the Inclusion team:

- Supports and advises colleagues;
- Oversees all Pupil premium and children who have English as an additional language(EAL).
- Discusses SEND matters with the SENDCO where necessary
- Contributes to the professional development of all staff.

5 The Role of the Governing Body

- 5.1 The governing body has due regard to the SEND14 Code of Practice when carrying out its duties toward all pupils with special educational needs.
- 5.2 The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children.
- 5.3 The governing body has identified a governor/s to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the Headteacher. The Headteacher ensures that all those who teach a pupil with an EHCP are aware of the nature of the EHCP.
- 5.4 The SEND Governor ensures that all Governors are aware of the school's SEND provision.
- 5.5 The SEND Governor meets with the SENDCO at least twice a year to discuss the SEND practices and help address any issues arising where governors could assist.
- 5.6 The SENDCO delivers an impact report to the governors annually in the Summer term.

6 Allocation of Resources

- 6.1 The SENDCO is responsible for the operational management of the agreed resourcing for special needs provision within the school, including the provision for children with EHCPs.
- 6.2 The Headteacher/SENDCo informs the governing body of how the funding allocated to support special educational needs has been used.
- 6.3 The Headteacher and the SENDCO meet annually to agree on how to use funds directly related to EHCPs and plan staffing.
- 6.4 The Inclusion Lead works closely with the School Business Manager (SBM) to ensure the SEND funding is adequately used for staff and resources

7 Assessment

- 7.1 Early identification is vital. The classteacher informs the parents or carers at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- 7.2 The classteacher and the SEND team deliver a range of assessments and the teacher then monitors the children's progress in line with existing school practices. This is an ongoing process.
- 7.3 The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The classteacher and the SENDCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.
- 7.4 The LA seeks a range of advice before making a request for an EHCP. The needs of the child are considered to be paramount in this.

8 Access to the Curriculum

- 8.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:
 - Understand the relevance and purpose of learning activities

- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

- 8.2 Teachers use a range of quality first teaching strategies to meet children's special educational needs.
- 8.3 SEND concerns and SEND support arrangements (SSAs), which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the SEND register have a plan tailored to their needs.
- 8.4 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom as we have an inclusive classroom approach. There are times, though, when to maximise learning, we ask the children to work in a one-to-one situation, this can occasionally be outside the classroom if it suits the child more to do so.
- 8.5 SEND children access a range of resources and equipment to help them access their learning more successfully.

9 Partnership with Parents and Carers

- 9.1 The school works closely with parents and carers in the support of those children with special educational needs. We encourage an active co-partnership through an ongoing dialogue with parents and carers. Parents and carers have much to contribute to our support for children with special educational needs and we will involve them in the process right from the start. Parents are invited to regular meetings with the classteacher and are encouraged to be actively involved in the decision-making process regarding their child's outcomes.
- 9.2 We have regular meetings during the term to share the progress of special needs children with their parents or carers. We inform the parents/carers of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs. All parents have access to the current SSA on Edukey

10 Pupil Participation

- 10.1 At Boxgrove Primary School, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The children are asked to complete a One Page profile to showcase their feeling about themselves and how the school can help support them. This is usually facilitated by a TA and is done as part of EHCP application process.
- 10.2 Children are encouraged to make judgements about what they are good at and what they need help with. We recognise success here as we do in any other aspect of school life.

11 Monitoring and Review

- 11.1 The SENDCO monitors the movement of children within the SEND system in school. The SEND register is accessible by all staff in Google drive and updated regularly by the SEND Administrator.
- 11.2 The SENDCO is involved in supporting teachers involved in drawing up the correct plan for any additional provision for a child.

11.3 The governing body reviews this policy annually and considers any amendments in the light of the annual review findings.

12 Complaints procedure

12.1 Our Complaints Procedure can be found on our school website www.boxgrove.surrey.sch.uk. Should you require a paper copy, please contact the School Office on (01483) 563701 or email office@boxgrove.surrey.sch.uk.