

Boxgrove Primary School

SEND Information Report

School Offer (Response to the 14 Questions)

Name: Boxgrove Primary School

Address: Boxgrove Lane, Guildford, GU1 2TD

Head Teachers: Alison Fitch & Rebecca Stacey

SENDCo/Assitant Head Teacher KS2 : Robyn Wright

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Ofsted link: <http://www.boxgrove.surrey.sch.uk/information/ofsted-report>

| |  | <h2 style="text-align: center;">SEN Information Report 2024-2025</h2> | |
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| | <h3 style="text-align: center;">Question</h3> | <h3 style="text-align: center;">School Response</h3> | <h3 style="text-align: center;">Examples of good practice at our school</h3> |
| 1 | <p>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?</p> | <p>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 Coordinators (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.</p> | <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. |

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| 2 | How will staff at Boxgrove Primary School support my child? | <p>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. Staff will consult the Ordinarily Available Provision(OAP) This can be found on the school, Website under SEND. Where possible the support will be provided in class but on occasions the child may work out of class in a quiet area of the school with a member of staff. This is in line with the schools inclusive classroom ethos Most often these intervention programmes are done as part of a group although some are done one to one. Every year group has at least two teaching assistants (TA) to support the cohort in addition to a qualified</p> | <ul style="list-style-type: none"> • Many of our SEN teaching assistants work with key children as well as running some 1:1 intervention programmes that are tailored to meet the needs of specific children. • Class TAs will also support our SEN children at various times throughout the day • 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 trained; knowledge of specific learning difficulties such as Dyslexia, Autistic Spectrum Disorders (ASD) , Attention Deficit Hyperactivity Disorder (ADHD), Social Emotional and Mental Health needs (SEMH) Anxiety , De-escalation strategies and Physical and Sensory needs(PSS). • When we notice particular needs arising we endeavour to train key staff accordingly. • TA s receive specific inhouse training every half term |
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| | | <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 accordingly.</p> <p>Where we feel progress is not as we would expect, we are quick to respond to find alternative support.</p> | |
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| 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 recommendations by the Physical and Sensory service; Speech and Language 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. |
| 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 Parents' Evenings. At such meetings (and through other means) we talk about what can be done by families at home to support a child's learning at school. Not only this, children with additional needs have their specific targets reviewed and new ones set every term. These are then shared with parents/carers.</p> <p>We host a number of learning events/workshops 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 SENDco . We understand that supporting a child's learning at home is not always an easy job. We</p> | <ul style="list-style-type: none"> • We give formal feedback through Parents' Evenings, School Reports, Individualised SEND programmes and Annual Reviews for children with a Education Health and Care Plan (EHCP). • We give on-going feedback to children as per our feedback policy and through discussion with the child. • We run regular workshops to help parents support their children at home eg. Read, Write, inc Dyslexia, 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. • We conduct regular updates on targets and put in new ones as part of our Assess Plan Do Review cycle as laid out in the SEN Code of Practice Jan 2015 . |

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| | | <p>have an excellent Home School Link Worker (working Tuesday – Friday). We would encourage you to share any concerns with us however minor.</p> | <ul style="list-style-type: none"> • When required, we give parents/carers updates at the end of the school day or over the phone. |
| 5 | <p>What support will there be for my child's overall well-being?</p> | <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 (See Supporting Medical Conditions Policy)</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. |

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| 6 | <p>What specialist services and expertise are available at or accessed by the school?</p> | <p>Our staff have a high level of expertise which we draw upon on a daily basis. As the complexity of need increases higher need pupils we may need to seek advice from the specialist teachers at the Local Authority such as the Speech and Language , Behaviour support teachers, Language and learning specialist teachers, Physical and Sensory/Occupational Therapy service, 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 Leads 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 for a multi professional meeting with key professionals to plan out aspects of provision for any child with special educational needs or disability requiring their service . • We always inform parents if an outside agency is visiting a child and extend an invitation to a parent/carer if it is required. 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 SEND case officer from the Local Authority. The SENDCO meets virtually once every 3 weeks to update on all the children on their case load |
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| 7 | <p>What training are the staff supporting children with SEND had or are having?</p> | <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 provision. We train staff appropriately to ensure they run SEN Support interventions effectively. We invest well in the continuing professional development of our teaching assistants so that the children receive high quality additional support. Currently they are receiving half termly training for the heads and senior leaders as well as outside training that is set as part of their performance management.</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 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. |
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| | | All staff have INSET training throughout the year, often SEND being an area of focus | |
| 8 | How will my child be included in activities outside the classroom including school trips? | Our school promotes involvement 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. We always produce very thorough risk assessments of all off-site activities and pre-visit allowing staff members to pre-empt anything concerning. If a child has an EHCP the child's key adult will accompany them on the trip. | <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 to help unpick any worries . We also can give them a visual timetable 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. |

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| 9 | How accessible is the school environment? | School has an Accessibility Plan in place and as such we consider our environment to be fully accessible. 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. | <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 for our families who have English as a second language . |
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| | | 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. | <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 | 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>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.</p> <p>Our individualised programmes for children with additional needs record what helps the child to learn and this information is passed on in transition. The school uses the Edukey portal which is a SEND recording system which many schools in the local area also use and so information is easily passed on. We have very good relationships with the schools that our children move on to.</p> <p>If there is important information to share, our staff including the 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 work closely with HSLWs and Heads of Year at the new school. Children are also able to access an extra transition visit if they require it .</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 produce a transition book. 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. |

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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. • 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 etc. • The Head Teachers, SENDCo and Bursar keep a close eye on ensuring that resources are allocated appropriately from the SEND budget. • If a child has an EHCP they are awarded top up funding from the local authority as decided by a EHCP decision making panel. This funding is used to support the child over and above the statutory support that the school would already have put in at SEN support level. • SENCO provides a detailed provision map to outline how the school supports the child |
| | | When a child needs additional resources eg. a writing wedge or adapted scissors we use our SEND budget to buy the right equipment. | |

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| 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 often in consultation with outside agencies such as the Educational Psychology 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. If your child has an EHCP, we will provide the level of support listed in the document. The amount and type of provision in the 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. • When a child receives an EHCP the family will meet with staff to discuss the support outlined and how it will be delivered |
| 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. 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. 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 works. • 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 agreeing their child’s individual targets if following a personalised • If a parent wishes to make a complaint regarding their child’s SEND support arrangements they must email senco@boxgrove.surrey.sch.uk to voice their |

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| | | | concerns where the inclusion team will endeavour to rectify the issues raised. Alternatively, if a parent would prefer to contact the co-Head teacher directly please email heads@boxgrove.surrey.sch.uk |
| | | | programme. 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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