



Boxgrove Church of England C of E Primary School

Our School's Vision Statement

"God is love and those who live in love, live in God and God lives in them."

I John 4.16

This is a school where everyone is valued, nurtured and enabled to flourish. Biblical teaching and Christian values underpin our communication, relationships and behaviours. We aim to develop a curiosity and love of learning which will build confident, resilient and independent individuals. We aspire to be compassionate, tolerant and active citizens in a diverse world.

Special Educational Needs Information Report

May 2021

SENCo: Mrs Jacqui Dommett

SEN Governor: Mrs Layla Clifford-Brown

Contact: head@boxgrgove.w-sussex.sch.uk

Local Offer: <https://westsussex.local-offer.org/>

Whole School Approach

At Boxgrove we believe in the importance of quality first teaching to meet the needs of every child, through a differentiated, balanced, and broad curriculum. When needed additional interventions are planned and delivered for groups or individuals. We regularly review the children's needs and progress; these discussions serve to embed our high expectations to all staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning.

Underpinning all our provision is the graduated approach cycle of:



All teachers are responsible for every child in their care, including those with special education needs.

Assess:

The class teacher will track and monitor progress of all children in all subjects; reading, writing, maths, phonics, science, ICT, geography, history, D &T, PSHCE, Art, RE and PE.

The SENCo will track and monitor progress of children in interventions by assessing them at the start and end point.

The progress and attainment for all children will be discussed at termly Pupil Progress Meetings involving the class teacher, Head/ SENCo.

Progress is measured and recorded in a number of ways:-

By tracking small steps of progress on the ready to progress criteria for writing and maths.

By assessing reading age, spelling age and phonic progress

By assessing progress against specific ILP (individual learning plan) targets for individual children who are on the SEN register.

In addition other professionals such as the Speech Therapist or Educational Psychologist will come into school to carry out assessments, when this is deemed necessary.

Plan:

Where concerns have been identified a programme of targeted support and classroom strategies are put in place, this plan will be drawn up by the SENCo and Class Teacher to show strategies and resources that a child will need to access.

The plan may be in the form of an Individual learning Plan (ILP) by the Class Teacher and SENCo in collaboration with the parents and child.

Do:

We aim to provide quality provision to support and include children within the classroom, however where necessary additional support may be provided in small groups or on a one to one basis.

All planning is differentiated to meet the needs of all children.

We teach through a mixture of whole class and small group teaching, where sessions allow the teacher to move each pupil on allowing for individual attention and ability matched activities to enrich and develop skills.

When appropriate we will seek additional advice and support from other professionals such as the School Nurse or Speech and Language service.

Review:

Through monitoring and tracking of progress towards identified goals.

Through termly Pupil Progress Meetings and meetings with parents.

Through regular monitoring of progress against the national curriculum.

SEN Needs

Children and young people's SEND are generally thought of in the following four broad areas of need and support.

Communication and interaction

Examples of support are:-

- all classes have visual timetables
- Specific speech support
- Social stories and Comic strip stories

Cognition and learning

Examples of support are:-

- Additional targeted Phonics support
- Reading buddy
- 1st Class@Number
- Numicon Intervention

Social, Emotional and mental health

Examples of support are:-

- Visual timetables
- Visual supports
- Clear consistent expectations through the school
- Nurture support
- Play Leaders

Sensory and / or physical needs

Examples of support are:-

- Adapted work places including writing slopes.
- Pencil grips and differentiated writing tools.
- Jump Ahead

Our processes for monitoring the quality of provision and assessment of need include:-

- Pupil Progress Meetings
- Observations and Monitoring by the Head/SENCo and Subject Leaders.
- Consulting with children, young people and their parents:

Involving parents and children in the dialogue is central to our approach and we do this through:

Action / Event	Who's involved	Frequency
Parent Teacher consultations	Class Teacher & Parents	Autumn and spring terms
Annual reports	Class Teacher & Parents	annually
Annual Reviews	Class Teacher, Parents, and other identified professionals	annually

Staff Deployment:

Considerable thought, planning and preparations goes into utilising our staff, to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Children are taught in 3 mixed age classes, Reception and Years 1&2, Years 3 & 4, and Years 5 & 6.

There is teaching Assistant support across the school as appropriate to need.

School Partnerships and Transitions:

The SENCo meets regularly with other SENCos across the locality and County to share good practice and for professional development.

We work with Pre-schools and Secondary schools planning transition. When thought necessary additional visits and meetings are arranged to ensure as smooth a transition as possible.

Complaints:

Our Complaints procedure is outlined in our SEND Policy 2021,

Parents with concerns will be encouraged to speak first to the Class Teacher at a mutually convenient time. If further information or clarification is needed the SENCo /Head will also find a convenient time to talk.

In the event of a formal complaint parents are advised to contact the Headteacher in the first instance, and act in accordance with the school's Complaints Policy. The LEA Parent Partnership Service is available to offer advice.

This year we had no complaints.

Relevant School Policies underpinning this SEND information Report include:-

- SEND policy
- Behaviour Policy

Legislative Acts taken into account when compiling this report include:-

- Children and Families Act 2014
- Equality Act 2010