

Boxgrove CofE Primary School



Special Educational Needs and Disability Policy

2025-2026

Approved by: FGB

Date:

Last reviewed on: January 2026

Next review due by: January 2027

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Our Aims

At Boxgrove CofE Primary School, we believe every child should thrive and flourish.

- Ensure every child thrives and flourishes through tailored support rather than a “one size fits all” approach.
- Understand each child’s learning profile through nurturing relationships, observations, and meaningful connections.
- Work collaboratively with families to build a strong support network around each child.
- Use research and ongoing professional development to respond to emerging needs effectively.
- Fully include children with SEND in the school community and teach them within their classroom environment.
- Provide inclusive classrooms and high-quality first teaching, shaped by our curriculum, to guarantee access to a broad and balanced academic and social curriculum.
- Enable all children, including those with SEND, to participate in all aspects of school life (Forest School, trips, clubs).
- Eliminate prejudice and discrimination, creating a safe environment where all children can flourish.
- Embed the core values **Responsible, Respectful, Ready** within our behaviour policy and daily practice.
- Foster a sense of community and belonging, offering proactive, compassionate support to learners who may have faced previous challenges.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools’ responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools’ responsibilities for education, health and care plans (EHCPs), SEN coordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The following needs are NOT considered to be SEND but they may impact on a child's progress and attainment:

- Attendance and Punctuality
- Health and Welfare
- EAL(English as an additional Language)
- Receiving a pupil premium allowance
- Being a looked after child or Previously Looked After Child
- Being a child of a serviceman/woman

These factors are monitored by the school for every child where relevant.

4. Roles and responsibilities

4.1 The SENCO The SENCO is Mrs Katie Pendle

She will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEN governor The SEND governor is Beatrice O'Connell.

She will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Monitor, to ensure that children with EHC Plans are able to meet their targets through planned provision and support
- Ensure they follow this SEND policy

Together, we will:

Ensure decisions are informed by the insights of parents and those of children and young people themselves. We will:

- Have high ambitions and set stretching targets for them
- Track their progress towards these goals
- Keep under review the additional or different provision that is made for them
- Promote positive outcomes in the wider areas of personal and social development
- Ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.

5. SEND Information report

5.1 The kinds of SEND that are provided for:

Currently at Boxgrove CE Primary School we support a wide range of children with special educational needs. On our SEN register we currently support children from all of the 4 broad areas of needs:

- ◇ Cognition and learning
- ◇ Communication and interaction
- ◇ Social, emotional and mental health
- ◇ Sensory and Physical

We currently support children with ASC, ADHD, specific learning difficulties (e.g., dyslexia), physical and sensory needs, and SEMH needs, and have previously supported children with physical impairments. Our approach is adapted to individual needs, and staff receive ongoing, relevant training to ensure support remains effective.

This may present as having difficulties with:

- ◇ all aspects of school learning
- ◇ specific area of reading, writing, numbers or understanding information
- ◇ expressing themselves or understanding what other people are saying
- ◇ making friends or relating to adults
- ◇ having social and emotional difficulties that impact on their behaviour in school or at home
- ◇ organising themselves
- ◇ sensory or physical needs that affect them accessing aspects of school life and learning

A child does not have learning difficulties just because English is not their first language. Learners with SEND may have individual needs that merge into different categories or change over time.

5.2 Identifying pupils with SEN and assessing their needs

Early Identification and Assessment

At Boxgrove, we prioritise early identification of special educational needs to ensure timely provision and remove barriers to learning.

Rigorous assessment and tracking systems are in place across the school to monitor progress.

Identification Process

We use regular observation, assessment, and recording of all children's progress to identify those not progressing satisfactorily and who may have additional needs.

Staff monitor small steps of progress, considering academic, social, emotional, and mental health development.

Indicators

A child's learning profile may show some of the following indicators

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Support and Interventions

Slow progress or low attainment does not automatically mean a child has SEND. For children facing barriers to learning, the first step is additional in-class support or targeted intervention. Some emerging needs may require closer monitoring or input from external professionals.

What is an Intervention?

- A planned, short session delivered outside the main lesson.
- Can be 1:1 or in a small group, depending on need.
- Focused on specific skills or strategies to support progress.

The school's monitoring system uses information from the following means:

- Use of Boxall Profile
- Observations of behavioural, social and emotional development
- Teacher assessment and experience of the pupil
- Foundation Stage Profile assessment results
- Assessment against age-related expectations, previous progress / attainment
- Standardised testing and assessments
- Assessments by a specialist service, such as Educational Psychology, LBAT/ASCT
- An existing Statement of SEN or Education, Health and Care plan
- Another school or LEA which has identified or has provided for special or additional needs

We know when a pupil may need further help if:

- ◇ Behaviour changes
- ◇ Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves
- ◇ Screening, as a result of a concern being raised, indicates gap in knowledge/skills
- ◇ Whole school tracking of attainment outcomes indicates a difference in the expected rate of progress, causing us to look deeper
- ◇ Observation of the pupil indicates that they have additional needs

Early Discussions and Planning

Information gathering may include an early discussion with the pupil and their parents. These conversations aim to understand the child's strengths and difficulties, address parental concerns, agree on desired outcomes, and outline next steps.

Determining Support

Consideration of special educational provision begins with the pupil's expected progress and attainment, alongside the views of the pupil and parents. This helps determine whether support can be provided through the school's core offer or if additional provision is needed. A review date is agreed, and all parties understand their role in helping the pupil achieve the outcomes.

Purpose and Recording

The purpose of early action is to remove barriers to learning and help the pupil achieve agreed outcomes. If a pupil is identified as having SEND, this is recorded on their Individual Support Plan (ISP) and the school's system (BROMCOM). The pupil is added to the SEND register with the relevant category.

Graduated Approach

SEND support follows a four-part cycle: Assess, Plan, Do, Review. This graduated approach ensures decisions and actions are revisited and refined as understanding of the pupil's needs grows.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strengths and difficulties
- We take into account the parents' concerns and views
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

How will my child's experiences and progress be communicated?

Sharing Progress

We will always share our thoughts about your child's wellbeing and progress, and encourage you to do the same. Individual Support Plans (ISPs) are reviewed each term and sent home. These include your child's SMART targets, a review, and next steps. We welcome feedback and encourage you to discuss these targets at home and with us.

SMART Targets are:

- Specific
- Measurable
- Achievable
- Relevant
- Time-limited

Pupil Profiles

Each child helps create their Pupil Profile, outlining what they enjoy and how they learn best. Profiles are updated annually to reflect current needs and aspirations.

Individual Support Plans

Children at SEND Monitoring, SEND Support, or with an EHCP will have an ISP created with their teacher. It details strategies to meet SMART targets, such as extra thinking time, digital tools, writing slopes, laptops, or highlighted information.

Parent Meetings

Parents can meet with teachers or the SENCO each term to review provision and progress, with additional meetings available on request. Both class teachers and the SENCO are here to support each child and their family.

Parent Workshops and Communication

We offer workshops for parents in line with our school improvement plan.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class teacher will carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff working with a pupil will be informed of their needs, desired outcomes, support in place, and any required strategies. We regularly review the effectiveness of support and interventions and their impact on progress. This information is recorded in the pupil's Individual Support Plan and reflected in their SMART targets.

5.5 Supporting pupils moving between phases and preparing for high school.

Reception staff meet with partner nurseries before pupils start school. Any concerns are shared with the SENDCo, who may arrange a follow-up meeting if needed.

Class teachers receive information from previous schools for children joining mid-phase. Where SEND needs are identified, the SENDCo may contact the previous school to discuss the child and their provision.

Year 6 transition is managed by the class teacher. Extra visits to secondary school can be arranged to support a smooth transition and introduce key staff, such as pastoral support. Both SENCOs will share the child's learning profile and current needs to ensure a settled start.

5.6 Our approach to teaching pupils with SEN

- Teachers are responsible and accountable for the progress and development of all the pupils in their class.
- Quality first teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils by a variety of supports.

We will also provide the following interventions:

- Speech and Language programmes provided by NHS speech therapists
- Precision Teaching
- Frequent Readers
- Friendship groups
- Forest School and outdoor learning
- Zones of Regulation
- Mindfulness
- Growth Mindset
- Thoughtful Support Programme
- Sensory Circuits

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Boxgrove Church of England Primary School has 2 separate buildings on one site. The main building is accessible with level access and has an accessible toilet facility

The Horsa Hut classroom is accessible via a ramp at one end of the building. There is not currently access to an accessible toilet facility in this part of the building and doorways and turning points are challenging for wheelchair users.

We have made sure that there is good lighting and safety arrangements for all visually impaired pupils.

Our classrooms provide variable acoustic conditions, within the constraints of our premises, so that the effects of hearing difficulties are minimised, for example part carpeting, blinds and quiet areas.

Children requiring equipment due to a disability will be assessed in order to gain the support they require.

5.8 Additional support for learning

We have teaching assistants across our school who are trained to deliver the interventions listed above. Our teaching assistants are allocated to support children who have a specific legal entitlement as stipulated by an EHC plan, or in support of an EHCNA. If not working with a child in this manner, teaching assistants will support pupils across the classroom, as directed by the needs identified for the session, using the teacher's expertise.

We work with the following agencies to provide support for pupils with SEN:

- Early Help
- Family Link Workers
- Advisory Teams
- Speech and Language Therapy
- School Nurse
- Occupational Therapists

5.9 Expertise and training of staff

Our staff hold a range of qualifications, from general teaching to specialist skills for targeted interventions.

The SENCo will begin the National Award training in September 2026.

All staff are encouraged to engage in ongoing training, identified through professional development meetings or as specific needs arise.

Whole-school training is planned within the School Improvement Plan.

We continually develop our skills to broaden expertise and improve provision. Training is both proactive and responsive, ensuring we meet individual needs and deliver high-quality support for every child.

5.10 Securing equipment and facilities

Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as IT where this is appropriate.

The school will ensure that the curriculum and extra- curricular activities are barrier free, as far as possible, and do not exclude any pupils.

Boxgrove Church of England Primary School tries to make all trips inclusive by planning in advance and using accessible places.

Resources for additional needs and inclusion are purchased as appropriate and are matched to recurring needs throughout the school. Specific individual resources are purchased where this is viable and are used to support other children where this is appropriate and in line with their EHCP.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Monitoring by the SENCO and headteacher/governing body
- Using provision maps
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All pupils are encouraged to take part in our residential trip(s) and fully participate in the life of the school through events including – sports days, World Book Day, sponsored events and one-off celebrations/workshops and trips.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving emotional and social development

The World Health Organisation defines mental health and wellbeing as “a state of wellbeing in which every individual realises their potential, can cope with normal stresses, work productively, and contribute to their community.”

Pupils with SEMH may experience a range of social and emotional difficulties, which can present as withdrawal, isolation, or challenging behaviours. These may reflect underlying mental health issues such as anxiety, depression, self-harm, substance misuse, eating disorders, or unexplained physical symptoms. Some pupils may also have conditions such as ADD, ADHD, or attachment disorder..

‘Behaviour’ was removed as a distinct SEND category in the 2014 Code of Practice, as challenging behaviour is often a communication of unmet need in one or more SEND areas: Social, Emotional and Mental Health (SEMH), Communication and Interaction, Cognition and Learning, or Sensory and Physical needs. Our school recognises that behavioural difficulties may indicate an unmet need but do not automatically mean a child has SEND or a mental health condition.

Negative experiences or distressing life events can temporarily affect behaviour. To meet varied SEMH needs, we promote a nurturing, caring environment where every child is valued and respected. We have high expectations that all pupils succeed, aspire, believe, and act. We recognise that positive mental health is the foundation for children to benefit fully from all opportunities.

We provide:

- Opportunities to participate in activities that encourage belonging.
- Have opportunities to participate in decision making.
- Have opportunities to celebrate academic and non-academic achievements.
- Have their unique talents and abilities identified and developed
- Have opportunities to develop a sense of worth through taking responsibility for themselves and others.
- Have opportunities to reflect.
- Have access to appropriate support that meets their needs.
- Have a right to be in an environment that is safe, clean, attractive and well cared for.
- Are surrounded by adults who model positive and appropriate behaviours, interactions and ways of relating at all times.

We also have a zero-tolerance approach to bullying – please see our Behaviour and Relationships Policy.

5.14 Working with other agencies

Specialists may be involved at any stage to advise on early identification and effective support. Their involvement is requested when a pupil makes little or no progress over time or continues to work well below age expectations despite evidence-based support from trained staff.

Parents are always consulted before specialists are involved. All discussions and agreed actions are recorded and shared with parents and staff.

The SENDCo, class teacher, and specialists will consider effective strategies, equipment, and interventions to support progress. They will agree on outcomes and set a review date. Support will be adapted or replaced based on its impact.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care assessment.

5.15 School request for an Education, Health and Care Plan (EHCP)

If a child has not made expected progress, despite quality first teaching and a period of effective support (up to two terms) and interventions using the graduated approach - in agreement with the parents/carers, the school may request the local authority to conduct an assessment of education, health and care needs to determine whether it is necessary to prepare an Education, Health and Care Plan (EHCP) for the child.

An EHCP should be created for the child if the special educational provision required to meet the child's needs cannot reasonably be provided from within the resources normally available to school.

Planning, provision, monitoring and review processes continue as before, while awaiting the outcome of the request.

5.16 Education, Health and Care Plan

For a small number of pupils with significant and complex needs that cannot be met from the school's resources, we may request a local authority assessment for an Education, Health and Care (EHC) plan. Pupils with an EHC plan will continue to receive school-based support alongside additional provision funded through the plan.

An Annual Review, chaired by the SENDCo, will assess the effectiveness of support and recommend any changes to the plan or funding.

Families with an EHC plan have the legal right to request a personal budget to purchase support identified in the plan. Parents can choose to manage this budget themselves through direct payments, or have it managed by agencies on their behalf.

Parents and young people have the right to request an Education, Health and Care needs assessment (EHCNA) directly from the local authority. This request can be made by the school, the parent, or the young person themselves. We will support families in understanding this process and their options, ensuring they can make an informed choice about whether to pursue an EHCNA and what this pathway involves.

5.17 Complaints about SEN provision

Complaints about SEN provision should first be raised with the class teacher. If unresolved, they can be escalated to the SENDCo or headteacher and will follow the school's complaints policy. Parents of pupils with disabilities have the right to make discrimination claims to the First-tier SEND Tribunal if they believe the school has discriminated against their child. Claims can relate to alleged discrimination in areas such as admissions, exclusions, or provision of education and associated services.

Where pupils or parents have concerns, they can contact the following people for further advice or support:

- ◇ [The class teacher\(s\)](#)
- ◇ [Mrs Katie Pendle](#)
- ◇ [Theresa Smyth: Executive Headteacher](#)

All of whom can be contacted through the school office.

5.18 Contact details of support services for parents of pupils with SEN

[Click here](#) to access the page for WEST SUSSEX service to support parents.

[Click here](#) to access West Sussex's Local Offer Page.

6. Monitoring arrangements

This policy and information report will be reviewed by Mrs Smyth **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following documents

- Accessibility plan
- Brilliant Behaviour policy
- Disability Equality Scheme
- Intimate Care Policy

