



Box Primary School
SEND Information Report
November 2023

“Plant, Nurture, Flourish, Serve”

Box Primary School is an inclusive school where the pupils and staff are committed to ensuring that everyone can reach their full potential whilst feeling safe and happy. It is built on our core Christian values: trust and respect, responsibility, forgiveness, perseverance, friendship, creativity, wisdom, compassion, sharing, courage, peace and truthfulness; weaving their way throughout all that we do. We believe in providing every possible opportunity to develop the full potential of all children. All children will have the right to a broad and balanced curriculum including extra-curricular activities where appropriate and full access to the National Curriculum. We work in close partnership with parents/carers who play an active and invaluable role in their child’s education.

What types of SEN do we provide for?

Box Primary School provides for children with all types of Special Educational Needs and Disabilities. We refer to the term ‘Special Educational Needs’ if a child:

- a) Has significantly greater difficulty in learning than the majority of children of their age or;
- b) Has a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of similar age.

The difficulty or disability may relate to:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory or physical conditions.



Special Educational Provision is that which is additional to or different from that which is made generally for most children in school. Assessment is an ongoing process throughout the school. It is a check that each child is making adequate progress against the expectations set for each year group from Foundation through to Year 6. If a child is not making the expected progress, then we identify a need and determine the reasons why.

How do we identify and assess pupils with SEND?



Children with every type of need are supported at our school and we make our best efforts to ensure that every child makes good progress and is well prepared for adulthood.

Throughout the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 children are assessed against nationally set criteria to check their progress across all subjects. It is through this process that children who are not making expected progress are highlighted and discussions between parents, child, class teacher and SENCO inform what extra provision can be put in to place to see if this closes the gap.

If a child continues to fail to make expected progress, the next stage would be to move to the use of school intervention and/or with parents' permission seek outside agency involvement for the identification, assessment and recording of children's learning difficulties. Following assessment and staff consultation a child's special needs are identified and the needs are recorded on the SEND Register.

Teachers and support staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters.

As soon as a child is placed on the SEND Register an Individual Education Plan (IEP) is created. For some children whose need is much higher a more comprehensive plan is put together called a My Support Plan (MSP). The class teacher is responsible for managing and keeping the individual and my plans updated. Teachers are supported by the Special Educational Needs Coordinator (SENCO) in school to create, monitor and evaluate these plans.

Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?



If you are concerned about your child's progress or wish to discuss your child's educational needs, please contact the school office to arrange a meeting with the SENCO, Ms Cathy Clack.

Box C of E Primary School
High Street
Box
Wiltshire
SN13 8NF
Tel: 01225 742663
Email: admin@box.wilts.sch.uk

What is our approach to teaching pupils with SEN?

How do we adapt the curriculum?

Teaching and Learning

Teachers are responsible and accountable for the progress and development of the pupils within their class including where pupils access support from teaching assistants or specialist staff.

- The class teacher will deliver high quality teaching that is differentiated and personalised so that the individual needs are met and adapted when necessary
- Specific resources and strategies will be used to support every child individually and in groups
- The class teacher will use appropriate assessments to set outcomes which are challenging but achievable
- The class teacher will plan lessons to ensure that there are no barriers to every pupil achieving
- Class teachers will give learners choice and control e.g. use a laptop to type or dictate in place of writing by hand
- Working in partnership with parents and other agencies.



Adaptation

Adaptation and intervention is carried out by the school and is 'additional to or different from' the usual differentiated curriculum. It can take the form of:

- using different learning materials in the classroom
- making reasonable adjustments within the physical environment
- making reasonable adjustments to routines
- use of support staff in the classroom
- a more focused level of support in a small group withdrawn from the class
- focused work to be completed at home

How do we adapt the learning environment?



Our Accessibility Plan details our current facilities and our plans for further development. We ensure that we make reasonable adjustments to improve the accessibility of our environment to meet individual needs. We work closely with outside agencies and where needed we make adjustments to the learning environment to adapt and enhance facilities to ensure any possible barriers to learning are removed. For example, our school has wheelchair access to most classrooms and a disabled toilet. Children can use iPads and laptops if recording is the barrier to helping them record.

How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?

As a fully inclusive school and in line with our Equality Policy, we promote the involvement of all of our learners in every aspect of the curriculum including activities outside the classroom using the local environment, class trips, sporting activities and residential visits. It is our whole school expectation that all pupils at Box Primary School have equal opportunity to all activities both curricular and extracurricular that Box has to offer.

A variety of wider activities such as after school clubs and church are part of our provision.

- Where any possible barriers may present, we actively seek advice, discuss with parents and outside agencies if needed, to develop a comprehensive plan to ensure all children have the same access to any additional curricular activities.
- Where needed, we may develop additional risk assessment plans to consider any additional risks posed for individuals, to ensure that wherever possible every opportunity is available for every child.



How do we consult parents of pupils with SEN and involve them in their child's education?

We work closely with our parents to ensure that all pupils are happy and make progress. Working in partnership with parents with children with SEN is even more important. Parents are encouraged to be as active as they can in their child's learning and we offer a variety of ways throughout the year to promote and support parental involvement in learning:

- We have an open door policy and warmly welcome parents and carers into the life of our school through class assemblies, performances, church services, parents and school events.
- We provide curriculum evenings on a range of subjects to help parents support their child's learning, for example Phonics and Early Reading.
- At any point throughout the year, parents are encouraged to discuss any concerns they may have or ways that they can support their child's learning with the class teacher or the SENCO.
- We offer two parents interviews a year, October and March, and one open evening in July which are held at times to suit working parents.
- Communicate regularly through three extended parents' meetings a year (approximately 30 minutes each) with the class teacher.
- We also provide a written report on each child's progress in July.
- Annual Review meetings for children with EHCPs/Statutory My Plans.
- Annual questionnaires are sent out to families of children with Special Educational Needs. This allows a further avenue for parents' views to be sought, information to be shared and where possible, provision to be further developed.

How do we consult pupils with SEN and involve them in their education?

Pupil voice is highly valued in our school and provides a vital contribution to the development of our school and the decisions that are made. We actively encourage all our children to develop their own views and provide platforms on which these can be heard and recognised. For example, our Eco Committee and E-Safety Committee ensure that all children from across each year group have their views represented in termly meetings.



- In our review meetings for IEPs or MSPs the child's view plays a central role in discussions about their progress, involving them in establishing how they can be best supported to achieve targets set.
- At Annual Reviews, pupils are very much at the heart of the process and are supported to ensure that their views are valued. The children complete questionnaires which are shared at their review, they also provide a booklet or presentation, highlighting their successes and achievements for the current year.
- The SENCO regularly meets with children to discuss their provision and how this is helping them to make progress.
- All children co-construct a one-page profile about themselves.

How do we assess and review pupils' progress towards their outcomes?

We have a range of formal and informal assessment and review procedures in place to ensure we are well informed about pupils' progress towards their outcomes. This not only assesses where children are but also helps us to shape provision.

- All IEPs and EHC plans provide clear outcomes with a clear time framework of expected progress for each child which are reviewed alongside parents and children and a copy given to parents.
- Where a child has an EHC plan, these longer term outcomes are reviewed more formally at the Person Centred Review once a year, where parents and all relevant professionals can contribute towards the evaluation of progress towards specific outcomes.
- We use NFER papers to assess all children at the end of each term. Sometimes papers are read to children or answers are scribed for children to enable them to access them.
- We use the York Assessment for Reading Comprehension (YARC) for children who cannot access NFER papers.
- We use the Ready to Progress criteria for mathematics.
- We assess children's spelling of common exception words.

How do we support pupils moving between different phases of education?

Before any child moves to our school we try and find out as much about them as possible to help them settle in quickly. All our new children have the opportunity to come and visit and spend a day in their new class so they know the expectations, meet their peers and to understand the daily routine. Once we know that a child has SEN we will meet with parents to decide on the desired outcomes we are all working towards and develop a plan to support each child to achieve these aims. A copy of this plan will be shared with parents as soon as possible after the meeting.

Whenever a child moves to another school we always pass on school records to the new school. If a child has SEND we also:

- Pass on SEND records to the new school including SEND support plans or EHC Plan
- Liaise with the SENDCO or class teacher of the new school to clarify any information necessary
- Extra visits to the school or working with an ELSA to work on transition in preparation for the move; maps or photographs of the new school or working on a new one-page profile for the new school
- If possible we invite the new school to the last annual review of a child with an EHC Plan and a transition plan can be set up as part of this meeting.
- A transition meeting is convened for any child with an EHC Plan at the end of Year 5 ready for Year 6 moving into secondary education.

How do we support pupils preparing for adulthood?

In the primary school phase of education, we recognise the important role we play. For all children (and in particular for children with additional needs) it is vitally important to develop the key skills needed for their next phase of education.

- We recognise the importance of English and Mathematical skills in promoting a positive future for all our children.
- Learning to read and reading to learn is at the heart of all we do.
- Early in their education we teach children to have a voice in the decisions that are made about their education. This is especially important for children who will need support on a long term basis.
- Children are taught strategies to become independent and resilient so that they are motivated and happy learners who are able to be the best they can be because we have removed the barriers to success from them.



How do we support pupils with SEND to improve their emotional and social development?

The wellbeing of all of our pupils is at the core of our provision at Box Primary School.

- As a small school we have a supportive and caring ethos.
- Children are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities.
- Personal, Social and Health Education (PSHE) are integral to our curriculum and are taught explicitly on a weekly basis through our SCARF programme.
- Children say they feel safe and know they can share their worries with an adult that they can trust.
- On occasions we also request support from Wiltshire Council provision for Child and Adolescent Mental Health Services (CAHMS).
- We teach children how to practise mindfulness each week and they also have the opportunity to garden in our Willow garden on a weekly basis.
- Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and consistently applied by all staff. We continually promote good behaviour through our 'values' assemblies and through our merit system.
- Additional support from specialist staff is tailored to the pastoral needs of individual pupils, both in and out of the classroom. This is delivered by our Emotional Literacy Support Assistants (ELSAs).
- For those children who need additional support with behaviour, individual de-escalation plans are put in place and reviewed half termly to ensure quick, positive and effective support is in place.



What expertise and training do our staff have to support pupils with SEND?

The Head teacher plans professional development for all staff in school. Training is needs-led and informed by the priorities on our School Improvement Plan. Sometimes we work with outside agencies but we also use expertise within the school. These include:

- Team Teach
- Unlocking Letters and Sounds
- ELSA – Supervision
- THRIVE
- Developing Social Skills
- Social scripts and Language jigs



What specialist services and expertise are available at or accessed by the school ?

When a child is demonstrating further cause for concern or their learning need is more complex and persistent than can be met by the school interventions already put in place, school will engage with relevant external services with the permission of parents.

The school use the following services:

- SENDS
- Educational Psychologist
- School Nurse
- Occupational Therapy (OT)
- Speech and Language Support
- Wiltshire Autism Assessment Service (WAAS)
- Behaviour Support
- Child and Adolescent Mental Health Services (CAHMS)
- Physiotherapy
- Hearing and Visually Impaired Team

How do we evaluate the effectiveness of our SEND provision?

Evaluation of the effectiveness of our SEND provision is a key part to our work in school to ensure children are benefiting from the interventions we have to offer and are getting the best possible additional support they can. All interventions are carefully monitored over a set time period to ensure that progress and the impact of provision are carefully evaluated. We collect data from both the beginning and end of an intervention to ensure progress, and also commentary from teachers and parents about how effective a particular intervention has been.

- The SENCO monitors the progress of all of the pupils on the SEND register and produces a whole school provision map.
- Governors are responsible for monitoring the overall effectiveness of the provision in place for pupils identified with SEND at whole-school level so that they can evaluate the effectiveness of each intervention and value for money. The SEND Governor responsible for ensuring this evaluation takes place is Rob Price.

How do we handle complaints from parents of children with SEND about provision made at the school?



We hope that concerns and complaints about SEND provision will be rare, however, if there should be a concern please talk to Cathy Clack (Inclusion Manager), Jo French (Headteacher) or Rob Price (SEND Governor) so that these can be resolved swiftly.

Contact us by phone: 01225 742663 or email us: admin@box.wilts.sch.uk

- If you want to complain about a school's SEND support, you should do it while your child is still registered at the school.
- This includes complaints that the school has not provided the support required by your child's education, health and care (EHC) plan.
- There's a different process if you disagree with a decision your local authority has made about an EHC plan.

If your concern is not dealt with satisfactorily, the process outlined in the school's complaints policy which can be accessed via the school website should be followed. Further information if needed can be obtained from the school office.

- The school may ask you to raise the complaint with the local authority.
- If you do not want to make a formal complaint, local authorities may offer a 'disagreement resolution service' that can help resolve your disagreement about SEND support.

Contact your local authority or check their website for their 'SEND local offer' for details. If the school or local authority cannot solve the problem:

- You can complain to the Department for Education (DFE) or the Education and Skills Funding Agency (ESFA).
- Who you complain to depends on the type of school your child attends. Check with the school if you're not sure.
- For other types of school, complain to DFE.
- • DFE cannot normally change the decision, but they can look into how it was made and ask the school to take action where appropriate.

Where can Wiltshire Council's local offer be found?

Wiltshire Local Offer provides information and guidance on services for children and young people, aged 0-25, with Special Educational Needs or Disabilities (SEND). The website contains information about education, health, social care, preparing for adulthood and leisure.

Wiltshire's local offer can be found at:

[Wiltshire Local Offer - Local Offer](#)

Advice can also be found at:

- Wiltshire Parent Carer Council (WPCC)

[WPCC \(wiltshireparentcarercouncil.co.uk\)](http://wiltshireparentcarercouncil.co.uk)

- Wiltshire Independent Support and Advice – Wiltshire SENDIASS

[Wiltshire SENDIASS | Family Action | Your care Your support Wiltshire](#)

- Wiltshire Family Matters

[Wiltshire - Family Matters \(familymatters-uk.co.uk\)](http://familymatters-uk.co.uk)

- Health Visitors

[Health Visiting - Wiltshire Children's Services \(wiltshirechildrensservices.co.uk\)](http://wiltshirechildrensservices.co.uk)



The report meets the legislative requirements for SEND information reports, which are set out in schedule 1 of the Special Educational Needs and Disabilities (SEND) Regulations 2014 and paragraphs 6.79-6.81 of the SEND Code of Practice.

Date Effective from: November 2023

Date of Next Review: November 2024