

Box CE VC Primary School SEND Information Report

The Special Educational Needs and Disabilities Code of Practice 2014 changed the way in which children with special educational needs and disabilities (SEND) are supported by schools. The key principles are:

- Children and their parents will participate as fully as possible in decisions
- Children and their parents will be supported to achieve their best possible outcomes, both in school and as they prepare more widely for adulthood
- Schools will use their best endeavours to make sure that a child with SEND gets the support that they need
- Some of the terminology has changed
- Education, Health and Care Plans (EHCP) will replace statements of special educational need. Existing statements will remain in force and will gradually be updated into EHCPs through a county wide rolling programme
- The categories of School Action and School Action Plus will be replaced by a category of SEN Support

What is a Special Educational Need?

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'

SEN Code of Practice 2014

We support children to access the curriculum.

We believe that every child is entitled to access a broad and balanced curriculum and we carefully consider the wellbeing of each of our children, including those who are looked after by the local authority and those with SEND.

- Each class is taught by a skilled teacher and supported by experienced teaching assistants
- Work is differentiated and matched to learning needs
- The curriculum is adapted so that it is accessible to everyone. For example, we may adapt activities and resources or to ensure that all children can actively engage with a lesson
- We encourage all children to become independent learners
- Visual timetables are used in the younger classes and for pupils with SENs
- There are clear learning objectives and success criteria for lessons so children understand what they are learning and what they need to do to be successful
- The school environment is stimulating and supportive
- Teachers make use of interactive white boards, age appropriate word banks and engaging, informative displays that value the work of the children
- Visual, auditory and kinaesthetic activities meet different learning styles
- Children have access to appropriate equipment to support their learning including laptops

- Staff have access to training and staff meetings to review and promote inclusive practice
- Children's views are important to us and we have an active School Council, Eco Committee and Esafety Committee. A child's view is also sought when setting individual targets for them as part of a support plan
- 'My Plans' will give children a greater opportunity to be involved in planning for their own learning
- Learning outside of the classroom, using the local environment, class trips, sporting activities and residential visits are a key part of our provision
- A variety of wider activities such as after school clubs, FoBS events and church are part of our provision

We regularly monitor children's progress.

- Children are assessed on entry to Box Primary School, regular assessment continues throughout the school and ambitious targets are set
- The children's progress is carefully tracked on an electronic database and discussed regularly with senior staff, class teachers and the inclusion manager. Children making less than expected progress are identified and a way forward planned
- Where progress continues to be less than expected, the class teacher working with the inclusion manager will gather evidence to assess whether the child has SEND and talk to the child's parents. Appropriate targets and interventions will be agreed with the parents and child and recorded on a support plan. Progress will be regularly monitored and reviewed three times during the year.
- Where progress continues to be slow, with the permission of parents, further assessment may be sought from outside agencies such as the educational psychology, speech and language therapist, the school nurse or occupational therapy

We work in partnership with parents and carers.

- We warmly welcome parents and carers into the life of our school through family assemblies, performances, church services, parents learning sessions and school events.
- We provide parents meetings on a range of subjects to help parents support their child's learning.
- Parents are always welcome to discuss any concerns with their child's class teacher, the inclusion manager or the headteacher either in person or by phoning 01225 742663 or e-mailing us at admin@box.wilts.sch.uk
- Where class teachers have concerns they will have a conversation with parents.
- 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.
- We also provide a written report on each child's progress in July.
- Annual Review meetings for children with statements will continue as EHCPs/Statutory My Plans are rolled out during the next 3 years.
- Support for parents has been offered through The Why Parent? programme written and delivered by an educational psychologist.

We support English and Mathematics

- We recognise the importance of English and mathematical skills in promoting a positive future for all of our children.
- Phonics, spellings, grammar and punctuation is taught throughout the school.
- A wide range of practical manipulatives (resources) such as Numicon, games, and computing resources are used to support teaching and learning
- Homework is predominantly maths and English and is used to consolidate and extend learning in the classroom.
- Where children's progress in English and maths raises concerns, class teachers will discuss this with parents and the child.
- We support children through using a wide range of resources for small group and individual interventions such as WESforD, Nesy, Accelerated, Acceleratewrite, Reciprocal Reading, Booster Reading, Clicker 5, Nippy Numbers etc. Progress on these interventions is closely monitored by TAs and teachers
- Teachers and teaching assistants receive training to develop their skills in a range of English and mathematics interventions.

We support speech and language development.

- Speech and language development is an important part of the English curriculum and where class teachers feel that a child is not making expected progress they will talk with the child and their parents and interventions such as Time to Talk and Talk Boost may be used.
- When more specialised support is required, a speech therapist may work with a child.

We support children's emotional and mental well-being.

- As a small school we have a supportive and caring ethos and children are encouraged to work with and support all groups of children within the school through a variety of activities
- Social and emotional literacy is valued across the school and Box's caring atmosphere is often remarked on by visitors and two teaching assistants are trained to deliver the ELSA (Emotional Literacy Support Assistant) programme
- Children have good working relationships with adults within school; in surveys they tell us that they feel safe and know that they can share their worries with an adult that they can trust.
- Where there is a clear need the school will pay for the services of a trained counsellor to work with children.
- We can also request support from Wiltshire Council provision for Child and Adolescent Mental Health Services (CAMHS)
- We support children through change and transition and pair children joining the school with a buddy. We plan taster sessions in new classes and encourage children to visit new schools to prepare for transition. Our Year 6 teachers work in partnership with a range of secondary school providers to ensure the children move positively on to their new settings. Some children might need more de-

tailed support to enable positive transitions and these plans would be developed on an individual basis.

We promote positive behaviour.

- We work hard with children to develop good relationships and positive behaviour.
- Each class develops their own class rules and this is reinforced through our Personal Social Health and Economic Education (PSHEE) programme
- We consistently promote good behaviour through our 'values' assemblies and through our merit system.
- The children learn to use the cyber world safely through a comprehensive esafety programme and the work of the esafety committee.
- Playtimes and lunch times are appropriately staffed to ensure that children feel safe. If problems occur, members of staff calmly help children to see where things went wrong and discuss positive ways of dealing with a similar issue in the future.
- Children are encouraged to voice their concerns and to take responsibility for their own behaviour and they are taught what to do if they are worried.
- Where children need more support, individual behaviour agreements, cards, charts or social stories may be used. If a child persistently shows concerning behaviour, then the possible reasons and solutions would be discussed with the child and his or her parents. Support may be sought from outside agencies such as Wiltshire Council's Behaviour Support Service.

We support children's physical and sensory needs

- Although we have predominantly older buildings, our school has wheel chair access to most classrooms, a disabled toilet and outdoor space.
- We work hard to ensure that the entire curriculum is accessible and that where possible trips and extra-curricular activities are available to everyone.
- Where physical development is a concern and support is needed, referrals will be made to outside agencies such as the school nurse, physiotherapists and occupational therapy.
- Recommendations made by outside agencies will be included in intervention programmes

We support children's medical needs

- During the foundation stage pupil's height, weight, hearing and eyesight are screened. Pupils in Year 6 also have their height and weight screened.
- We currently have seven members of staff with first aid training, including paediatric first aid, who provide support for children who are hurt or unwell.
- For children with long-term conditions, regular medicines are administered in accordance with our medical policy and where necessary advice and additional staff training is sort from outside.

We work in partnership with other agencies

We use Wiltshire Council services such as behaviour support, Child and Adolescent Mental Health Services (CAMHS), educational psychology, occupational therapy, physiotherapy, school nurse, speech and language support.

Box Primary School's information report is a working document and will be regularly updated.

To help resolve any queries and concerns please talk to **Alice James** (inclusion manager), **Jo French** (headteacher) or **Gary Dutton** (SEN Governor)

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

Please feel free to access our school policies on our school website

Details of the Wiltshire Council Local Offer to children and young people with SEND aged 0-25 can be found at on the Wiltshire Council website, or by using the following link www.wiltshirelocaloffer.org.uk. This will cover services and support across:

- Education
- Health
- Social Care
- Leisure
- Preparing for Adulthood

Further advice could be sought from the websites listed below:

- Autism Education Trust: www.autismeducationtrust.org.uk
- Bullying guidance: <http://www.anti-bullyingalliance.org.uk>
- Children's Education Advisory Service (CEAS):
<https://www.gov.uk/childreducation-advisory-service>
- Dyslexia SpLD Trust: www.thedyslexia-spldtrust.org.uk
- I CAN - the children's communications charity -<http://www.ican.org.uk>
- Internet Safety: <http://www.thinkuknow.co.uk>
- MindEd: www.minded.org.uk
- National Parent Partnership Network- guidance on impartial information, advice and support: <http://tinyurl.com/IASS-guidance>

Patient Advice and Liaison Service (PALS): <http://tinyurl.com/>