



	<p>Educational Needs Co-Ordinator (SENCO) Karen Palmes Julie Lewis</p>	<p>the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.</p> <ul style="list-style-type: none"> <li>• Ensuring that you are: <ul style="list-style-type: none"> <li>• involved in supporting your child's learning</li> <li>• kept informed about the support your child is getting</li> <li>• involved in reviewing how they are doing</li> <li>• part of planning ahead for them.</li> </ul> </li> <li>• Liaising with all the other people who may be coming into school to help support your child's learning, for example, Speech and Language Therapy and Educational Psychology.</li> <li>• Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.</li> <li>• To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.</li> <li>• Supporting your child's class teacher to write Personalised Targets, that specify the targets set for your child to achieve.</li> <li>• Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.</li> </ul> <p><i>Contact the school office for an appointment to be made with Karen Palmes or Julie Lewis.</i></p>
	<p>Learning Support Assistant (LSA)</p>	<p>A Learning Support Assistant (LSA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to the class teacher or Boxgrove School SENCOs.</p> <p>Of course, as a school we welcome dialogue between parents and teachers on how a child's day has been and we do actively encourage this continued feedback!</p>
	<p>Executive Head teacher Holly Broughton</p>	<p><b>She is responsible for:</b></p> <ul style="list-style-type: none"> <li>• The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. He/ She will give responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child's needs are met.</li> <li>• He/ She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.</li> </ul> <p><i>Our Executive Head Teacher is Holly Broughton. Our Head of School is Rachael Clare Our Assistant Head Teachers are, Sarah Knowles, Nadia King, Alex Smith and Andrew Bullock. All can be contacted via the school office for an appointment.</i></p>
	<p>SEND Governor</p>	<p><b>He is responsible for:</b></p> <ul style="list-style-type: none"> <li>• Making sure that the school has an up to date SEND Policy</li> </ul>

		<ul style="list-style-type: none"> <li>• Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school</li> <li>• Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.</li> <li>• Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school. <i>Can be contacted via the school office for an appointment.</i></li> </ul>
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## B. HOW COULD MY CHILD GET HELP IN SCHOOL? :

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service.

	<b>Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEN and/or disabilities input) children will be at when receiving this input.</b>	<b>What would this mean for your child?</b>	<b>Who can get this kind of support?</b>
What are the different types of support available for children with SEN and /or disabilities in this school?	<b>Class teacher input via good/outstanding classroom teaching.</b>	<ul style="list-style-type: none"> <li>• The teacher will have the highest possible expectations for your child and all pupils in their class.</li> <li>• All teaching is based on building on what your child already knows, can do and can understand.</li> <li>• Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.</li> <li>• Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task.</li> </ul>	All children in school receive this.
	<b>Specific small group work. This group may be</b> <ul style="list-style-type: none"> <li>• <b>Run in the classroom or</b></li> </ul>	<ul style="list-style-type: none"> <li>• Your child's teacher, SENCO and the Senior Leadership Team will have carefully checked on your child's progress and will have decided that your child has gap in their</li> </ul>	Any child who has specific gaps in their understanding of a

	<p><b>outside.</b></p> <ul style="list-style-type: none"> <li>• <b>Run by a teaching assistant who has had training to run these groups.</b></li> </ul> <p>These are called intervention groups by schools.</p> <p>(Stage of SEND Code of Practice:<b>SEN Support</b>, which means they have been identified by the class teacher as needing some extra support in school, after putting strategies in place at class level)</p>	<p>understanding/learning and needs some extra support to close the gap between your child and their peers.</p> <ul style="list-style-type: none"> <li>• He/ She will plan group sessions for your child with targets to help your child to make more progress.</li> <li>• A Learning Support Assistant/teacher (or outside professional (like a Speech and Language Therapist)) will run these small group sessions using the teacher’s plans, or a recommended programme.</li> </ul>	<p>subject/area of learning.</p> <p>Some of the children accessing intervention groups may be at the stage of the SEND Code of Practice called <b>SEN Support</b>, which means they have been identified by the class teacher as needing some extra support in school, after putting strategies in place at class level.</p>
	<p><b>Specialist groups run by outside agencies e.g. Speech and Language therapy OR Occupational therapy groups</b></p> <p><b>AND/OR school based support</b> for your child, as a guide of around 20 hours and below in school</p> <p>Stage of SEN Code of Practice: <b>SEN Support</b>, which means they have been identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> <li>• Local Authority central services such as the ASD Outreach Team or Sensory Service ( for students with a hearing or visual need)</li> <li>• Outside agencies such as the Speech and Language therapy (SALT) Service.</li> </ul>	<ul style="list-style-type: none"> <li>• If your child has been identified as needing more specialist input instead of or in addition to good and outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.</li> <li>• Before referrals are made you may be contacted to discuss your child’s progress and help plan possible ways forward.</li> <li>• If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child’s particular needs better.</li> <li>• The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> <li>○ Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better</li> <li>○ Support to set targets which will include their specific professional expertise</li> <li>○ Your child’s involvement in a group run by school</li> </ul> </li> </ul>	<p>Children with specific barriers to learning that cannot be overcome through whole class good/outstanding teaching and intervention groups.</p>

		<p>staff under the guidance of the outside professional e.g. a social skills group or sensory circuit</p> <ul style="list-style-type: none"> <li>○ A group or individual work with an outside professional</li> <li>● The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place.</li> </ul>	
	<p><b>Specified Individual support</b> for your child of, as a guide, 21 hours or more, in school.</p> <p><b>This is provided via an Education, Health and Care Plan (EHCP) or if your child has had this type of support for some time may be provided by a Statement of Special Educational Needs.</b> This means your child will have been identified by the class teacher/SENCO as needing a <b>particularly high level of individual and small group teaching</b> (as a guide, 21 hours or more, in school), which cannot be provided from the resources already delegated to the school.</p> <p>Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> <li>● Local Authority central services such as the ASD Outreach Team or Sensory Service ( for students with a hearing or visual need)</li> <li>● Outside agencies such as the</li> </ul>	<ul style="list-style-type: none"> <li>● The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, on the Royal Greenwich web site: <a href="http://www.royalgreenwich.gov.uk">www.royalgreenwich.gov.uk</a></li> <li>● Your child's school/setting will have been putting together a profile of your child's aspirations and needs over time, and you will have been involved in Team around the Child (TAC) meetings as part of this process. The school will then meet with you and other professionals involved, and decide if it would be helpful to apply for a statutory assessment, and agree any additional information and evidence that should be included from you, other involved professional/s and them.</li> <li>● After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will look at the advice submitted and ask you and any other professionals involved with your child to write a report outlining your child's needs, if this is not already included, or information is missing. If they do not think your child needs this, they will ask the school to continue with the support at SEN Support level.</li> <li>● After the reports have all been sent in, the Local</li> </ul>	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> <li>● Severe, complex and lifelong need, as a guide, 21 hours or more, in school.</li> </ul>

	<p>Speech and Language therapy (SALT) Service, Occupational therapy service, Physiotherapy and/or CAMHS</p>	<p>Authority will decide if your child's needs are severe, complex and lifelong as a guide, they need 21 hours of 1:1 support, or more, in school to make good progress. If this is the case they will write an EHC plan. If this is not the case, they will ask the school to continue with the support at SEN Support level and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.</p> <ul style="list-style-type: none"> <li>• The EHC Plan or Statement (if your child still has one) will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.</li> <li>• The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.</li> </ul>	
<p>How will we support your child with identified special needs starting at school?</p>	<ul style="list-style-type: none"> <li>• We will first invite you to visit the school with your child to have a look around and speak to staff.</li> <li>• If other professionals are involved, a team around the Child (TAC) meeting will be held to discuss your child's needs; share strategies used, and ensure provision is put in place before your child starts.</li> <li>• Your child's key person may make a home visit and also visit your child if they are attending another provision.</li> <li>• We may suggest adaptations to the settling in period to help your child to settle more easily.</li> </ul>		
<p>How can I let the school know I am concerned about my child's progress in school?</p>	<ul style="list-style-type: none"> <li>• If you have concerns about your child's progress you should speak to your child's class teacher/key worker initially.</li> <li>• If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCO or Headteacher.</li> <li>• If you are still not happy you can speak to the school SEN Governor.</li> </ul>		
<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<ul style="list-style-type: none"> <li>• When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENCO.</li> <li>• Schools also have meetings every term between each class teacher and a senior staff member in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected.</li> <li>• If your child is identified as not making progress, the school will make a decision about whether to monitor this or place your child in an intervention group.</li> <li>• If your child is not making expected progress the school will discuss with you <ul style="list-style-type: none"> <li>○ Any concerns you may have</li> <li>○ Discuss with you any interventions or referrals to outside professionals to support your child's learning</li> <li>○ How we could work together, to support your child at home/school.</li> </ul> </li> </ul>		
<p>How do we ensure that the views of your child (and other children with</p>	<p>Boxgrove School recognises that our pupils have valid opinions and make children part of the decision making process.</p> <ul style="list-style-type: none"> <li>• In preparation for review meetings, children will be spoken to and asked about their progress and attainment. This may</li> </ul>		

SEND in the school) are used to plan for them and for SEND within our school?	<p>be independently, jointly with support from parents or with someone who works with the child. The child may have a conversation with a professional or with a parent using any communication method which they regularly use. If a child has difficulty communicating then their views will be contributed through the interpretation of people who know the child well.</p> <ul style="list-style-type: none"> <li>• The child's views will be taken into consideration when writing a review and/or new targets.</li> <li>• The School Council represents all pupils and puts forward new ideas, suggestions and ways of solving problems.</li> </ul>
How is extra support allocated to children and how do they move between the different levels?	<ul style="list-style-type: none"> <li>• The school budget, received from Greenwich LA, includes money for supporting children with SEN.</li> <li>• The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school.</li> <li>• Early Help meetings with the Executive Head Teacher, Head of school, senior staff members and SENCOs take place termly, where they discuss all the information they have about SEN in the school, including <ul style="list-style-type: none"> <li>○ the children getting extra support already</li> <li>○ the children needing extra support</li> <li>○ the children who have been identified as not making as much progress as would be expected.</li> </ul> <p>And decide what additional interventions/resources/training and support is needed.</p> </li> <li>• All resources/training and support are reviewed regularly and changes made as needed.</li> <li>• A provision map, showing provision that is additional to and different from that that is offered through the school's curriculum, is used to develop SEN provision , ensuring it matches the assessed needs of children in the school. The impact of provision on progress is monitored termly , and we use this information to identify potential areas of development</li> </ul>

Who are the other people providing services to children with SEN in this school?	A. Directly funded by the school	<ul style="list-style-type: none"> <li>• Learning mentors</li> <li>• Counselling</li> <li>• Additional Speech and Language Therapy input to provide a higher level of service to the school</li> <li>• Additional Educational Psychology input to provide a higher level of service to the school</li> <li>• CAMHS</li> </ul>
	B. Paid for centrally by the Local Authority but delivered in school	<ul style="list-style-type: none"> <li>• Autism Outreach Service</li> <li>• Educational Psychology Service</li> <li>• Sensory Service for children with visual or hearing needs</li> <li>• STEPS (Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia)</li> <li>• Speech and Language Therapy (provided by Health but paid for by the Local Authority).</li> <li>• Physiotherapy</li> <li>• Professional training for school staff to deliver medical interventions</li> </ul>

		<ul style="list-style-type: none"> <li>• Waterside Behaviour advice service</li> <li>• Parent Partnership Service (to support families through the SEN processes and procedures).</li> <li>• Music Therapy</li> </ul>
	C. Provided and paid for by the Health Service (Oxleas NHS Trust) but delivered in school	<ul style="list-style-type: none"> <li>• School Nurse</li> <li>• Occupational Therapy</li> <li>• Children's Therapy Services</li> </ul>
	D. Voluntary agencies	<ul style="list-style-type: none"> <li>• National Autistic Society</li> <li>• MENCAP</li> <li>• Dyslexia association of Bexley, Bromley, Greenwich and Lewisham</li> <li>• SENDIASS (SEN information, Advice and Support Service) offers free and impartial information, advice and support</li> </ul>
How are the adults in school helped to work with children with an SEND and what training do they have?	<ul style="list-style-type: none"> <li>• The SENCO's job is to support the class teacher in planning for children with SEN.</li> <li>• The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc.</li> <li>• Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND.</li> <li>• Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Outreach service, STEPS and Sensory service or medical /health training to support staff in implementing care plans.</li> </ul> <p>Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Head teacher or Inclusion Manager or SENCO.</p>	
How will the teaching be adapted for my child with learning needs (SEN/ and or disabilities)	<ul style="list-style-type: none"> <li>• Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible.</li> <li>• Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary.</li> <li>• Specific resources and strategies will be used to support your child individually and in groups.</li> <li>• Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer.</li> </ul>	
How will we measure the progress of your child in school? And how will I know about	<ul style="list-style-type: none"> <li>• Your child's progress is continually monitored by his/her class teacher.</li> <li>• His/her progress is reviewed formally every term and using Key Performance Indicators (KPIs) a judgement is given of</li> </ul>	



<p>this?</p>	<p>their attainment and progress in reading, writing, and maths, as well as progress in other areas, as appropriate. At the end of the year you will be told of your child's progress and a judgement of whether they are working above, below or at age related levels in core subjects is made. This will be recorded on your child's annual report.</p> <ul style="list-style-type: none"> <li>• If your child is in Year 1 and above, but is not yet working at age related levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'</li> <li>• At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.</li> <li>• Children at SEN Support will have Personalised Targets which will be reviewed with yours and the child's involvement every term, and the plan for the next term made.</li> <li>• The progress of children with an EHC Plan/ Statement of SEN is formally reviewed at an Annual Review with all adults involved with the child's education attending.</li> <li>• The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.</li> <li>• A range of ways will be used to keep you informed, which may include: <ul style="list-style-type: none"> <li>○ Talking to you before or after school</li> <li>○ Letters/certificates sent home</li> <li>○ Additional meetings as required</li> <li>○ Reports</li> </ul> </li> </ul>
<p>How will we make arrangements to ensure that the social emotional needs of your child are met in school?</p>	<ul style="list-style-type: none"> <li>• Children at Boxgrove School benefit from the support and help of a team of experienced and skilled Learning Mentors. They support children with emotional and behavioural difficulties through special individual and group work.</li> <li>• Counselling is available at Boxgrove School.</li> <li>• CAMHS referrals and CAMHS Early Help support in school.</li> </ul>
<p>How is our school made accessible for students with SEND?</p>	<ul style="list-style-type: none"> <li>• The building is accessible to children with physical disabilities via ramps and there is a lift to take children to all levels of the school building.</li> <li>• Specific after school provision and extra-curricular activities are accessible to all children including those with SEND.</li> <li>• We try ensuring that equipment used is accessible to all children regardless of their needs.</li> </ul> <p>Please find more information in the school SEND policy here:  <a href="http://www.boxgrove.greenwich.sch.uk/parents-policies.html">http://www.boxgrove.greenwich.sch.uk/parents-policies.html</a>  and in the SEND support document put together by the LA, here:  <a href="http://www.royalgreenwich.gov.uk/downloads/file/2275/support_and_guidance_for_children_and_young_people_with_sen_or_disabilities_in_mainstream_settings">http://www.royalgreenwich.gov.uk/downloads/file/2275/support_and_guidance_for_children_and_young_people_with_sen_or_disabilities_in_mainstream_settings</a></p>
<p>How does our school make special arrangements for looked after Children</p>	<ul style="list-style-type: none"> <li>• We consult with the Executive Head Teacher, Inclusion Manager and SENCo as appropriate for personalised support as required. We also liaise with the allocated social worker, to ensure all agencies are working</li> </ul>

(LAC) with SEND?	<p>collaboratively to develop an appropriate support package (EHCP/Statement) for each child.</p> <ul style="list-style-type: none"> <li>• We review the child's needs and progress regularly, for example before entering the school to ensure a smooth transition from their previous setting and then at regular intervals.</li> <li>• We ensure Pupil Premium Plus is being used to effectively enable the child to meet their outcomes.</li> <li>• The SENCO and Inclusion Manager ensure that training and policies are supportive of looked after children with SEND.</li> </ul>
How have we made this school physically accessible to children with SEND?	<ul style="list-style-type: none"> <li>• The school is accessible to children with physical disability via ramps and a lift.</li> <li>• The school uses the sensory room on the Mulberry Park site which is conveniently located adjacent to Boxgrove School.</li> <li>• We ensure that equipment used is accessible to all children regardless of their needs.</li> <li>• Boxgrove has a first aid room, should it be needed.</li> </ul>
How will we support your child when they are leaving this school? OR moving on to another class?	<p>We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> <li>• If your child is moving to another school: <ul style="list-style-type: none"> <li>○ We will contact the new school's SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.</li> <li>○ We will make sure that all records about your child are passed on as soon as possible.</li> </ul> </li> <li>• When moving classes in school: <ul style="list-style-type: none"> <li>○ Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All personalised targets will be shared with the new teacher.</li> <li>○ If your child would be helped by a book to support them understand moving on then it will be made for them.</li> </ul> </li> <li>• In Year 6 <ul style="list-style-type: none"> <li>○ The SENCO will attend the Primary Transition Day to discuss the specific needs of your child with the SENCO of their secondary school, and the specialist session for students with an ASD, as appropriate.</li> <li>○ Your child will attend a small group in school, to support their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school.</li> <li>○ Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.</li> </ul> </li> </ul>

SCHOOL BASED DATA/INFORMATION: 2015/6

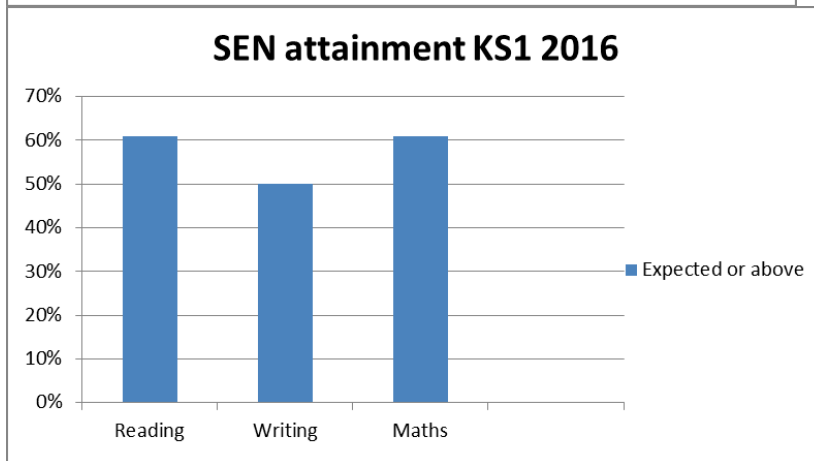
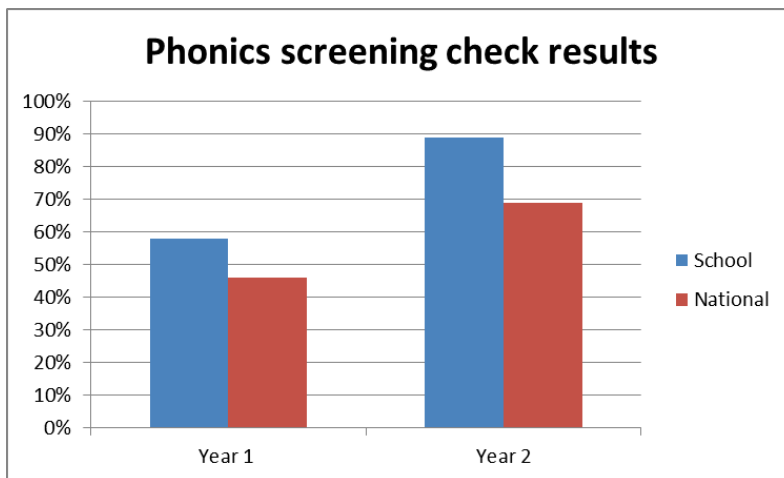
How many students did we have at our school with statements or EHC plans at the end of July 2016?

8

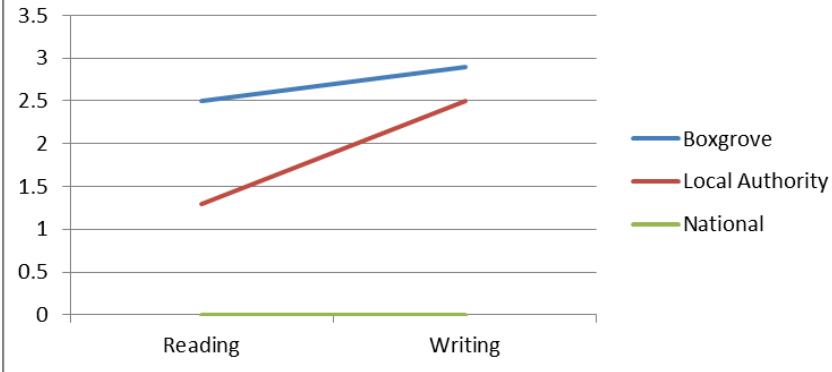
Percentage of students on our Record of Need at the end of July 16?

31%

What were the outcomes for children within our school with SEND for 2015/16?



### Progress in Reading and Writing for SEN in KS2



What training did staff at our school have in SEND over the year 2015/16?

- ASD training: Pecs and Visual Support, 5 day training. ASD on line training organised for most of teaching and non-teaching staff for autumn term 16.
- Literacy Intervention training for all support staff.
- Differentiation and writing personalised targets for children
- Running a sensory circuit.
- STEPS Literacy Support training.
- Story Box training

### GLOSSARY OF TERMS

IEP	Individual Education Plan
S	Statement stage of the SEN Code of Practice
SA/SA+	School Action stage of the SEN Code of Practice
SA+	School Action Plus stage of the SEN Code of Practice

SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health, Care Plan
SEN	Special Educational Needs
SEND	Special Educational Needs and or disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENCO	Special Educational Needs Coordinator
ASD	Autistic Spectrum Disorder