



**BOXMOOR PRIMARY SCHOOL  
'Achieving Success Together'**

**Vision statement**

At Boxmoor Primary School we aim to provide a happy, caring and stimulating learning environment where our children achieve the very best they are capable of. We prepare our children to become confident, enthusiastic, secure individuals with a positive attitude to learning. We promote an inclusive and responsible community where our children enjoy coming to school and all members of the school community feel valued and respected.

**Introduction**

At Boxmoor Primary School we value the individuality of all of our children. We are committed to giving each child at our school every opportunity to achieve the highest of standards, to foster a love for learning and enable every pupil to shine. We are a fully inclusive school and this policy helps to ensure that this happens for all the children in our school regardless of their age, gender, ethnicity, attainment or background. This school believes that each pupil has individual and unique needs.

**Purpose**

We acknowledge that a significant proportion of pupils will have special educational needs (SEND) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly.

This school aims to provide all pupils with strategies for dealing with their needs in a supportive environment and to give them meaningful access to the National Curriculum. In particular, we aim to:

- enable every pupil to experience success
- promote individual confidence and a positive attitude
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated and that demonstrates coherence and progression in learning
- give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- ensure that children with SEND have opportunities to receive and make known information, to express an opinion and have that opinion taken into account in any matters affecting them
- identify, assess, record and regularly review pupils' progress and needs
- involve parents/carers in planning and supporting at all stages of their children's development
- work collaboratively with parents, other professionals and support services
- ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

This policy sets out our aims and procedures in line with the Special educational needs and disability code of practice: 0 to 25 years (January 2015, DfE)

## **Relationship to other policies**

This policy should be read in conjunction with the Equality Information and Objectives statement and accessibility plan.

## **Defining Special Educational Needs and Disabilities (SEND)**

A child has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability that prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

This can be characterised by progress that:

- 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.

Teachers identify children by observation, formal testing/diagnosis, teacher assessment and liaison with outside agencies.

We acknowledge the importance of monitoring progress in all areas of social, emotional, personal and academic development.

We recognise that persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEND. Where there are concerns, the school works closely with the appropriate outside agencies to carry out an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. However, they may be indicators of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and if left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Identifying and assessing SEND for children whose first language is not English requires particular care. We look carefully at all aspects of a child's performance in different areas of learning and development to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEND.

## **Four areas of special educational needs**

The following areas give an overview of the range of needs that we plan for.

### **Communication and interaction**

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

### **Cognition and learning**

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD),

where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia and dyscalculia.

### Social, emotional and mental health difficulties

Some children may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

At Boxmoor Primary School we endeavour to effectively manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

We fully acknowledge our duty of care to all pupils who attend the school.

### Sensory and/or physical needs

Some children require special educational provision because they have a disability that prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), dyspraxia, hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

Boxmoor Primary School work closely with the appropriate outside agencies when planning and delivering specialist provision for any children with sensory or physical needs.

### Local Offer

Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available. Detailed information about the Local Offer can be found in Section 4 of the Special educational needs and disability code of practice: 0 to 25 years (January 2015, DfE). Information regarding the Hertfordshire Education Authority Local Offer can be found on the Hertfordshire Grid for Learning.

### Governor SEND report

Governing bodies must publish information on school websites about the implementation of the governing body's policy for pupils with SEND. The information published should be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

### Early identification of children with SEND

High quality teaching, which is differentiated and personalised, will meet the individual needs of the majority of children. Some children need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.

Boxmoor Primary School recognises the need for early intervention and ensuring that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching.

Boxmoor Primary School monitors the performance and progress of all children on a termly basis whilst monitoring the impact of interventions and specialist provision on a more regular, ongoing basis.

We aim to:

- ensure decisions are informed by the insights of parents and the children themselves
- have high ambitions and set stretching targets for them
- track their progress towards these goals
- work collaboratively with parents and children in the review of 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.

The quality of teaching for pupils with SEND, and the progress made by pupils, is an integral part of Boxmoor Primary School's performance management arrangements and our approach to professional development for all teaching and support staff.

### **Medical conditions**

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual Healthcare Plans (IHCP) are set up where appropriate. An Individual Healthcare Plan specifies the type and level of support required to meet the medical needs of such pupils. Where children also have SEND, their provision is planned and delivered in a co-ordinated way with the Individual Healthcare Plan.

### **Graduated approach**

Where a pupil is identified as having special educational needs, Boxmoor Primary School take every action possible within our capacity to remove barriers to learning and put effective special educational provision in place. This process starts with an informal meeting with parents and the child. Suitable targets are set and progress towards these is closely monitored. Outside agencies may be contacted and further support and guidance offered. If, after assessments and consultations with outside agencies, there is a special educational need the child will be placed on a graduated approach. All steps are taken after consultations with parents and child.

### **Assess, plan, do and review**

The graduated approach takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the child's special educational need or disability

#### **Assess**

In identifying a child as needing SEND support, the class teacher, working with the school's SEND Co-ordinator (SENCo), will carry out an analysis of the pupil's needs. This draws on the teacher's assessment and experience of the pupil, their previous progress and attainment. The views and experience of parents, the pupil's own views and, if relevant, advice from external support services are all taken into consideration when making a judgment on a child having SEND.

Our assessments of any child's needs are reviewed regularly. This ensures that support and interventions are best matched to needs, barriers to learning are identified and addressed, and a clear picture of the interventions put in place and their effects are developed.

In some cases, outside professionals from health or social services may already be involved with the child. We liaise with outside agencies wherever appropriate to help inform the assessments. Where professionals are not already working with school staff, the SENCo will contact them where appropriate following consultation and the agreement of parents/carers.

### Plan

Where it is decided to provide a pupil with SEND support, parents are formally notified, although parents will have already been involved in the assessment of needs as outlined above. The teacher and the SENCo will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour along with a clear date for review.

All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. These are recorded through provision maps and on the graduated approach.

### Do

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, the class teacher still retains responsibility for the pupil. Class teachers work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCo supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

### Review

The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed in line with the agreed date. One review meeting will be organised per term to fully involve the class teacher and parents/carers. The SENCo and any appropriate outside agencies may also be involved with the meetings. The views of the child will be an integral part of the review meetings. Additional review meetings may be agreed and organised where appropriate.

The impact and quality of the support and interventions is evaluated at the review meetings, along with the views of the pupil and their parents. This feeds back into the analysis of the pupil's needs. The class teacher, working with the SENCo, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Parents are given a clear, written record outlining the impact of the support and interventions provided, enabling them to be involved in planning next steps.

### **Education, Health and Care plans**

Education, Health and Care (EHC) plans replace what were formerly known as Statements of Special Educational Needs under the Special educational needs and disability code of practice: 0 to 25 years (January 2015, DfE). Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months. Boxmoor Primary School work closely with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child to secure the best possible outcomes for them across education, health and social care. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child
- provide a full description of the child's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child's needs and support the achievement of the agreed outcomes.

The local authority must conduct an assessment of education, health and care needs when it considers that it may be necessary for special educational provision to be made for the child in accordance with an EHC plan.

The factors a local authority should take into account in deciding whether it needs to undertake an EHC plan needs assessment are set out in paragraphs 9.14 to 9.16 in the Special educational needs and disability code of practice: 0 to 25 years (January 2015, DfE). The factors a local authority should take into account in deciding whether an EHC plan is necessary are set out in paragraphs 9.53 to 9.56.

When setting up an EHC plan, the school will work with the local education authority and comply with the procedures and requirements as set out in the Special educational needs and disability code of practice: 0 to 25 years (January 2015, DfE).

### **Roles and responsibilities of Head Teacher, staff and governors**

Provision for children with SEND (more able) is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and disabilities and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the Head Teacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor (the SEND governor), who takes particular interest in this aspect of the school.

The Head Teacher has responsibility for:

- management of all aspects of the school's work, including provision for pupils with SEND
- keeping the governing body informed about SEND issues
- working closely with the SEND personnel within the school
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The governing body will ensure that:

- SEND provision is an integral part of the school improvement/development plan
- the necessary provision, where possible within the broader context of a mainstream school, is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they report to parents on the implementation of the school's SEND policy
- they have regard to the requirements of the most recent SEND code of practice

- parents are notified if the school decides to make special educational provision for their child
- they are fully informed about SEND issues so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements and oversee the school's work for pupils with SEND
- the quality of SEND provision is regularly monitored
- they, and the school as a whole, are involved in the development and monitoring of this policy.

The SEND co-ordinator (SENCo) is responsible for:

- overseeing the day-to-day operation of this policy
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- helping staff to identify pupils with SEND
- carrying out detailed assessments and observations of pupils with specific learning problems
- co-ordinating the provision for pupils with SEND
- supporting class teachers in devising strategies, organising graduated approaches, setting targets appropriate to the needs of pupils with SEND, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom
- liaising, where appropriate, with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of school assessment information, e.g., class-based assessments/records and end of year tests
- contributing to the in-service training of staff
- work with Head Teacher and class teachers to ensure that the senior midday supervisor is given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- liaising with SENCos in receiving schools/and or other primary schools to help provide a smooth transition from one school to another
- taking part in SEND clusters and other meetings.

Class teachers are responsible for:

- including pupils with SEND in the classroom and for providing an appropriately differentiated curriculum and identifying specific resource needs – they can draw on the SENCo for advice on assessment and strategies to support inclusion
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND
- giving feedback to parents of pupils with SEND
- writing and reviewing graduated approaches and liaising with SENCo, where appropriate
- sharing information and reviewing data with pupils and parents.

Learning support staff/teaching assistants should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND
- give feedback to teachers about pupils' responses to tasks and strategies

- follow interventions set by the class teacher.

### **Admissions and inclusion**

Boxmoor Primary School follows the Hertfordshire County Council Admission policy, which adheres to the Special educational needs and disability code of practice: 0 to 25 years (January 2015, DfE).

At Boxmoor Primary School we have high expectations that all pupils, including pupils with SEND, will make good progress.

### **Pupil participation**

At Boxmoor Primary School we encourage and support pupil participation and access to all aspects of school life by:

- including pupils in evaluating their own progress
- reflecting on the success criteria within lessons
- valuing pupil voice and maintaining an active School Council
- commitment by all staff to active pupil participation
- pupils being involved in the setting and reviewing of their individual targets
- contributing, where appropriate, to an annual review of EHC plans and a termly review of the graduated approach.

### **Working in partnership with parents**

The school values and promotes opportunities to work with parents.

We aim to:

- ensure all parents are made aware of the school's arrangements for SEND, including the opportunities for meetings between parents and the school
- involve parents as soon as a concern has been raised; this may be done at a parent consultation or by a personal appointment with the class teacher or SENCo
- provide access to the SENCo to discuss the child's needs and approaches to address these needs
- support parents' understanding of external agency advice and be aware of needs parents may have in respect of a disability or communication barriers
- have positive attitudes towards parents, respecting the validity of differing perspectives
- recognise the pressures a parent may be under as a result of the child's needs
- acknowledge the importance of parental knowledge and expertise in relation to their own child
- gain parental permission before referring children to external agencies.

### **Arrangements for monitoring and evaluation**

The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- having an overview of classroom practice by the SENCo and subject co-ordinators
- analysis of pupil tracking data and test results for individual pupils and for cohorts
- termly monitoring of procedures and practice by the SEND governor
- the school profile and the prospectus, which contains the required information about the implementation and success of the SEND policy
- the school's annual SEND review, which evaluates the success of the policy and sets new targets for development
- visits from local authority personnel and Ofsted inspection arrangements
- feedback from parents and staff, both formal and informal, following meetings to produce graduated approaches and targets, revise provision and celebrate success.

### **Arrangements for complaints**

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCo, Senior Leadership Team or Head Teacher. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school.

In the event of a formal complaint, parents should follow the procedure in the school's complaints policy.