



Boringdon Primary School



SEND Information Report



Vision Statement:

Boringdon Primary School is committed to providing an appropriate and high-quality education to all the children living in our local area.

We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which ensures equal access to learning and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Boringdon Primary School is committed to inclusion.

What is SEN?

The special educational needs code of practice (2014) says that:

“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 p.82)

There are four areas where a pupil may have a difficulty that means they are considered to have SEN.

- **Communication and interaction** – this includes speech and language and social communication difficulties which includes Autism.
- **Cognition and learning** – this is where a pupil is learning at a slower pace than others in their year group.

- **Social, emotional and mental health** – this includes pupils with challenging behaviour, anxiety, ADD (attention deficit disorder), ADHD (attention, deficit, hyperactivity disorder) or attachment disorder.
- **Sensory and/or physical needs** – this includes hearing difficulties, visual difficulties, mobility difficulties and sensory processing difficulties.

A pupil may have difficulty in one area or, more than one area.

Who is responsible for the pupils with SEN?



Mrs Helen Connett is our school Special Needs Co-ordinator (SENCO) and can be contacted through the school office on 01752 330424

Mrs Jess Jenkin works in a pastoral support role under the direction of the SENCO.



Mrs Jenkin has a dual role as pastoral support and Parent Support Advisor (PSA). The role of the PSA is to assist in tackling underachievement. This is achieved by working in partnership with families, parents, carers and children to enable pupils to have full access to educational opportunities and overcome barriers to learning and participation. Mrs Jenkin can be contacted through the school office on 01752 330424

Who can I contact for advice and support for my family?



IASS – Plymouth Information Advice and Support for SEND can provide impartial and confidential information and support for parents and carers which can include:

- Helping with reports, letters and any paperwork
- Attending meetings
- Signposting to other groups or organisations.
- Visiting schools to help with making informed choices.

How will the school know my child needs special educational provision?

- Little or no progress is being made. Teachers will know this because:
 - They continually assess the children as part of their daily teaching. If needed, some children will then receive additional support as part of a group or on their own with an adult.
 - They meet termly to look at the progress all pupils are making and identify any who are not making progress or who have made slow progress, so that they can support them.
 - They will review support and interventions regularly to make sure progress is being made.
 - Some pupils will have a Learning Plan which will be shared with parents, reviewed and renewed regularly.
- School will be alerted by parents with their concerns.
- School will be alerted by other professionals working with the child or family outside of school.

How can I let the school know I am concerned about my child?

- First, talk to your child's teacher. If necessary, they will talk to the SENCO about your concerns. The teacher will let you know what will happen next.
- If you are still concerned, you can ask to meet with the SENCO.
- You could also ask to see the Head Teacher

How will the school let me know if they have any concerns about my child's learning?

- The class teacher will talk to you.
- Any concerns will be shared at Parents' Meetings.
- You will be invited to a meeting in school with relevant staff.

What are the different types of support available for children with special educational needs?

- Teaching that is appropriate to the needs of the child using resources and strategies that are adapted to needs. These include:
 - Visual timetables

- Sensory/movement breaks
- Instructions given in small chunks with visual cues
- Instructions, routines and rules short, precise and positive
- Where appropriate consistent symbols and colour coding will be used such as Widgit symbols and Colourful Semantic colours to denote sentence structures.
- Thinking aloud and modelling
- Now and next / task boards
- Creating a visual record of the teaching that stays on display to support independent work
- Reducing background noise and distractions
- Links to prior learning explicitly made
- Key words/vocabulary emphasised when speaking and displayed clearly
- Use of classroom learning aids (eg, subject specific word mats, word lists, writing frames, spellcheckers, specialist dictionaries, number lines, Dienes apparatus, Numicon, ICT, etc)
- Range of multi-sensory approaches used to support spoken language e.g. symbols, pictures, concrete apparatus, artefacts, role-play
- Pre/post teaching
- Small steps mastery approach
- Small group work such as:
 - English / Maths intervention
 - Social skills groups
 - Motor skills groups
 - Emotional Literacy support groups (managing emotions, self-esteem, friendships, anxiety and bereavement)
- Support from an adult (teacher, teaching assistant, pastoral support worker, Speech and Language Therapist, SENCO, Parent Support Advisor (PSA))
- Sometimes we access support from other people outside of school, these might include:
 - Multi-agency support team (MAST)
 - Communication Interaction Team (CIT)
 - Plymouth Advisory Team for Sensory Support (PATSS)
 - Woodlands Outreach for children with physical difficulties
 - Educational Psychologist
 - Plymouth Information Advice and Support Service (PIASS)
 - School Nurse
 - Child and Adolescent Mental Health Service (CAMHS)
 - NHS Speech and Language Team
 - Other specialist provision

More information about the Local Authority's Local Offer for children and young people with SEN and their families as well as the above services can be found on the Plymouth Online Directory (POD).

<https://www.plymouthonlinedirectory.com/plymouthlocaloffer>

How are the adults in school helped to work with children with SEN?

- The SENCO is a qualified teacher who has the skills and experience to work with and support staff and children with SEN.

- Staff training takes place regularly to help all staff understand and teach children with SEN.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of the children.
- The Behaviour and Relationship policy, which uses a therapeutic approach is focused on and structured around need which includes SEN. Staff have been trained in this approach.

How do parents/carers and children with SEN share their views, concerns and work with the school?

- Surveys and questionnaires.
- Parent meetings.
- Learning Plan reviews.
- Regular meetings, including EHAT (Early Help Assessment Tool) and TAM (Team Around Me) meetings.
- Annual Reviews for pupils with statements and EHC (Education, Health and Care) plans.
- Person Centred Planning meetings where appropriate.

If I have a query about the support my child receives, what do I do?

- Talk to your child's teacher.
- Ask to meet the SENCO.
- Ask to meet the Head Teacher

If I am not happy with the support my child is getting, what can I do?

- Talk to your child's teacher.
- Ask to meet with the SENCO.
- Ask to meet with the Head Teacher
- Request a copy of the school Complaints Policy from the school office.

What happens when my child moves from class to class or to another school?

- All children make visits to their new class and teacher in the summer term.
- Class teachers meet in the summer term to pass on information about all pupils and their individual needs.
- Some children will have a transition booklet to take home over the holidays with pictures and information about their new class or school.
- Additional visits may be arranged to reassure more anxious children.
- All appropriate information about a child is passed to new schools with parental permission.

How do we evaluate the effectiveness of SEN Provision?

1. Reviewing pupils' individual progress towards their targets outlined on their learning plans using provision mapping software.
2. Gaining the voice of the child when creating or reviewing a learning plan.
3. Gaining the voice of the parent/carer when creating or reviewing a learning plan.
4. Regularly reviewing the impact of interventions using provision mapping software.
5. SENCO and SLT monitoring through learning walks, pupil voice, book/planning scrutiny and data analysis of school, local and national trends.
6. Holding annual reviews for children with an EHCP.

From 1/8/2022 to 1/8/2023

- Overall pupils with SEND who have learning plans made at least expected progress towards their targets.
- Overall pupils with SEND in intervention groups made at least expected progress towards their intervention targets.
- *Reading interventions are having a consistently above expected impact. This includes RWi, IDL and daily reading.*
- *External agency SEMH interventions have above expected impact as does nurture provision at lunchtimes.*
- *A number of motor skills interventions have above expected impact.*
- *Our speech and language therapy intervention (PLP) is having above expected impact.*

Interventions are reviewed considering progress and adjustments made to the intervention offer.

How accessible is the school for my child with SEN?

Boringdon School was built in 1975 for 210 children. It now has 400 children and some extra buildings to accommodate us all. The main building has 8 classrooms for the younger children and years 4, 5 and 6 are in new 'pods.' These are purpose built, light airy classrooms and offer level access. The main building has a ramp to access the front door and there are 6 steps up and down to years 1, 2 and 3. Although one year 1 classroom has a ramp into the exterior classroom door, the other year 1, 2 and 3 classrooms have a step to access the classrooms from outside. The Foundation classes have level access from the outside. There are 2 playgrounds. One is accessed via steps. The remaining play spaces can be accessed via slopes. The school's accessibility plan can be found on the school website here:

<https://www.boringdon.plymouth.sch.uk/attachments/download.asp?file=130&type=pdf>

Where can I find information about the school's approach to pupils with SEN?

Full details can be found in the school's SEND Policy, which is available on the school website

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Useful Websites:

<https://padlet.com/helenconnett/diyusadmzggo16s7>

Autism <https://www.autism.org.uk/>

Language <https://www.ican.org.uk/>

PIAS <http://www.plymouthias.org.uk/>

Physical disability <https://www.scope.org.uk/>

Plymouth services for SEN <https://www.plymouthonlinedirectory.com>

Mental health <https://www.nhs.uk/using-the-nhs/nhs-services/mental-health-services/child-and-adolescent-mental-health-services-camhs/>

Charitable support including support groups and activities for children with SEN and their siblings

<https://www.friendsandfamilies.org.uk/>

Adverse Childhood Experiences can have a negative impact on adults and children however there are things that can be put in place to protect children. www.acesonlinelearning.com/



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Hemingway
Editor

Readability

Grade 8

Good