SEND Information Report 26-27

Boringdon Primary School is dedicated to providing a high-quality education for children, including those with special educational needs (SEN). We believe in equal access to a broad curriculum and strive to create a safe, inclusive environment where every child can thrive.


Easy read versions of this document can be made available.

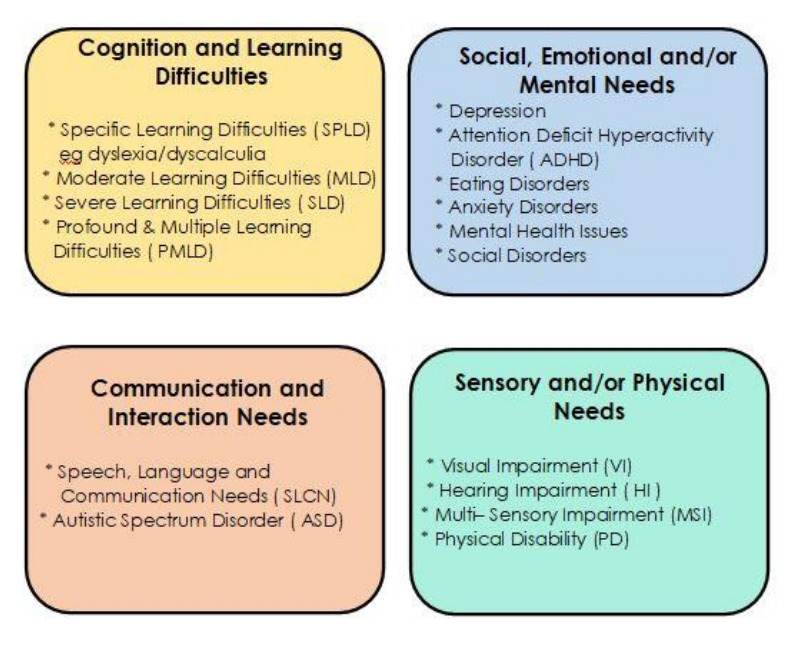

If reading is not your thing, give us a ring.

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)

Areas of SEN

Read more here: https://www.plymouthias.org.uk/information-resources/sen-disabilities/





My name is Helen Connett and I am Boringdon's Special Needs Co-ordinator (SENCO). I coordinate support for children with SEN across the school. Your child's class teacher(s) are responsible for teaching children with special educational needs and are happy to discuss any concerns you may have. Class teachers and myself can be contacted through the school office on 01752 330424.

How can I let the school know I am concerned about my child or have a question about the support my child receives?



- First, talk to your child's teacher. If necessary, they will talk to the SENCO about your concerns /query. 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.
- Concerns will be shared at Parents' Meetings.
- You will be invited to a meeting in school with relevant staff.

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

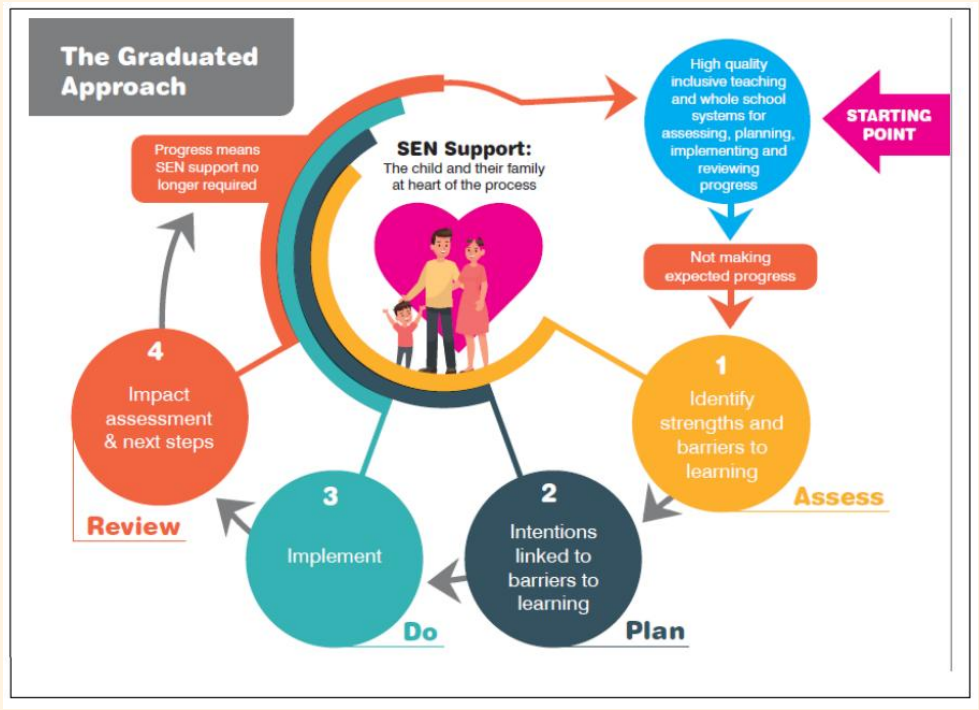


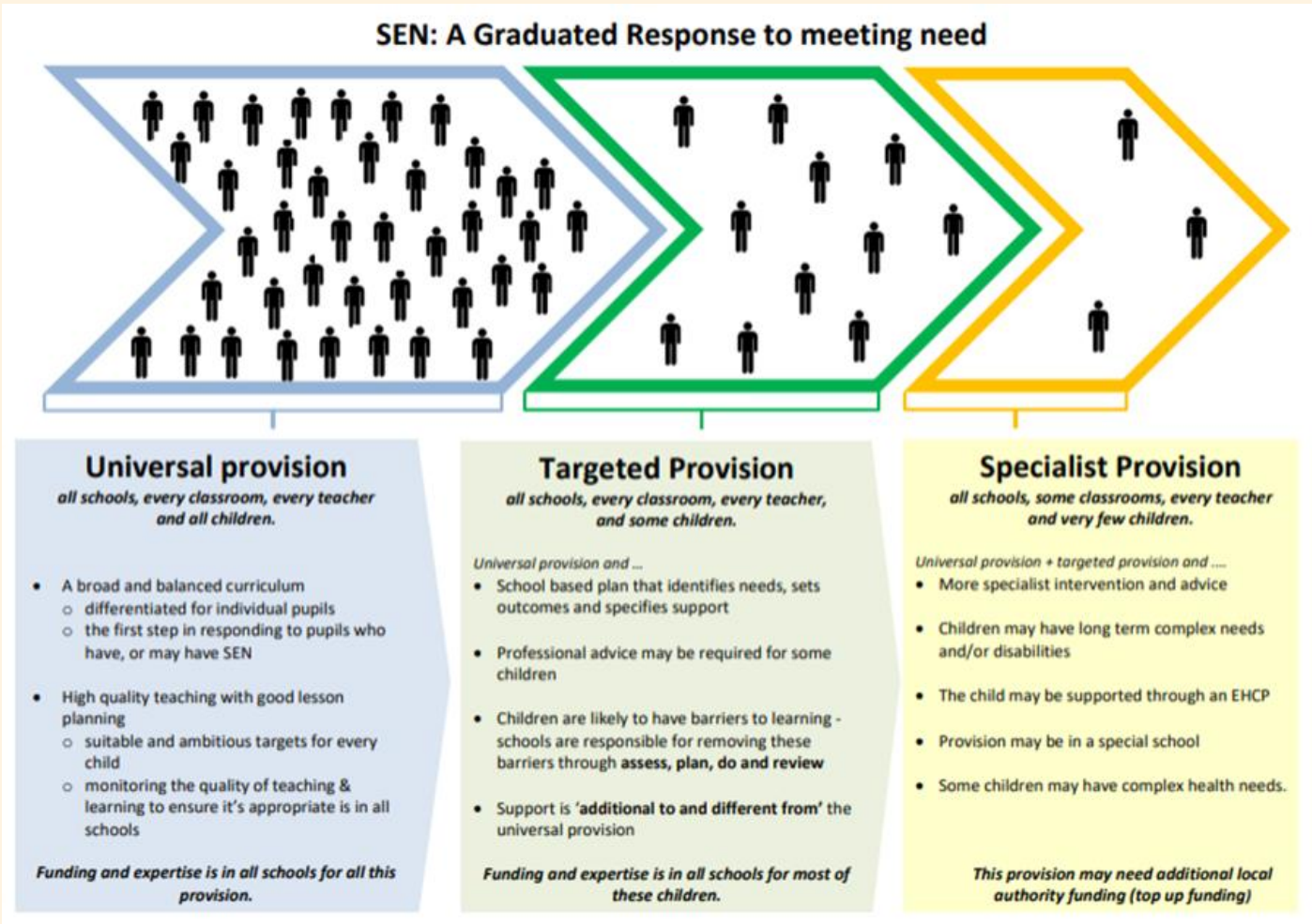
- Concerns are raised by parents/carers and teachers or the child.
- There is a change in the pupil's behaviour or progress
- Limited or no progress is being made. Teachers will know this because:
  - They continually assess the children as part of their daily teaching. If needed, some children will 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.
- School may be alerted by professionals working with the child or family outside of school.

Whole school Social Emotional and Mental Health (SEMH) needs are assessed three times a year using a whole class assessment. Pupils are identified and interventions planned such as ELSA support and Mental Health Support Team sessions. Where appropriate, this support is available to both pupils with special needs and those without.

The processes above form part of the Graduated Approach.

The Graduated Approach is used when identifying a child who may have a Special Educational Need or has already been identified as having a Special Educational Need.





Read more here:

https://sossen.org.uk/whats-a-graduated-approach/

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



- Individual pupil/teacher conversations.
- Having planning and review meetings including meetings to discuss learning plans.
- Annual Reviews for pupils with EHCPs (Education, Health and Care Plans).
- Person Centred Planning meetings where appropriate.
- Shared advice on how to support learning at home.
- Regular contact between home and school.
- Surveys and questionnaires.

What are the different types of support available for children with SEN at Boringdon?



We ensure that teaching that is appropriate to the needs of the child using resources and strategies that are adapted to needs. These may include:

Curriculum adaptions:

- Adapting how many things the learner must think about.
- A curriculum that builds on previous knowledge.
- Supporting memory demands.
- A culture of retrieval so that knowledge is remembered in the long term.

Other Support

- Visual timetables.
- Sensory/movement breaks.
- Instructions given in small chunks with visual cues.
- Instructions, routines and rules short, precise and positive.
- consistent symbols and colour coding will be used.
- Thinking aloud and modelling.
- Visual records that stay on display to support independent work.
- Reducing background noise and distractions.
- Key words/vocabulary emphasised when speaking and displayed clearly.
- Use of classroom learning aids (eg, subject specific word mats, word lists, writing frames, 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

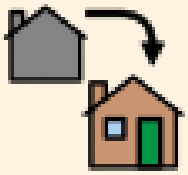
Small group work such as:

- 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

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)
- Special School Outreach

	• Educational Psychologist • School Nurse • Child and Adolescent Mental Health Service (CAMHS) • NHS Speech and Language Team 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). Plymouth Local Offer Information about Plymouth's Inclusive Local Offer (Ordinarily Available Provision) can be found here: Ordinarily Available Provision
How do we evaluate the effectiveness of SEN Provision?	
	• Reviewing pupils' individual progress towards their targets outlined on their learning plans using provision mapping software. • Gaining the voice of the child when creating or reviewing a learning plan. • Gaining the voice of the parent/carer when creating or reviewing a learning plan. • Regularly reviewing the impact of interventions using provision mapping software. • SENCO and the Senior Leadership Team monitor through learning walks, pupil voice, book/planning scrutiny and data analysis of school, local and national trends. • Holding annual reviews for children with an EHCP.
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. • Across the Trust, the SENCos meet termly to ensure best and consistent practice. • The SENCO attends regular Local Authority meetings where there are opportunities to network and share good practice with local SENCos. • Termly meetings between SENCo and Educational Psychologists (Planning and Review Meetings). • 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 and structured around need which include SEN. Staff have been trained in this approach. Staff training over the last year has included High Quality Teaching, Target setting, Speech and Language Support, Social Emotional and Mental Health Support, ELSA, PDA, Supporting Transitions.
What happens when my child moves from class to class or to another school?	



Nursery to Foundation

- Tours for new starters.
- Opportunities for children to spend time within the setting to meet staff.
- Additional visits may be arranged to reassure more anxious children
- Meetings with parents and any relevant professionals.
- Enhanced transition for children.
- Transition Booklets.
- Additional support signposted through the newsletter and Padlet.

In school transitions

- Sessions for children to meet their new teacher.
- Additional visits may be arranged to reassure more anxious children.
- Enhanced transition for children.
- Consultation with parents and teachers regarding transition support.
- Class teachers meet to pass on information about pupils' individual needs.
- Transition Booklets.

Year 6 – 7 transitions

- Secondary open days.
- Enhanced transition sessions for children requiring additional support.
- Transition meetings between SEN leads in both settings and parents/carers.
- Additional support signposted through the newsletter and Padlet.

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 increase the available accommodate. 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/page/?title=Special+Educational+Needs&pid=57

In school, how are children with SEND enabled to engage in activities with children who do not have SEND?



All staff are committed to promoting the involvement of all children in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and considerations are put in place to ensure needs are met for all children. Where applicable, parents are consulted and involved in planning for inclusion. A full risk assessment is always carried out prior to planned school trips to prioritise inclusion and safety for all children. Where needed, additional adults may be deployed to support with trips. We also encourage children with SEND to access our lunchtime and after school clubs.

Who can I contact for advice and support?



Boringdon School Website
https://www.boringdon.plymouth.sch.uk/

Boringdon's Padlet can be found on the website and has lots of useful information about support.

PIAS – 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.
  https://www.plymouthias.org.uk/

Where can I find further 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.
https://www.boringdon.plymouth.sch.uk/page/?title=Policies&pid=16

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
- The school complaints policy can also be found on this link.

https://www.boringdon.plymouth.sch.uk/page/?title=Policies&pid=16

Acknowledgments

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