

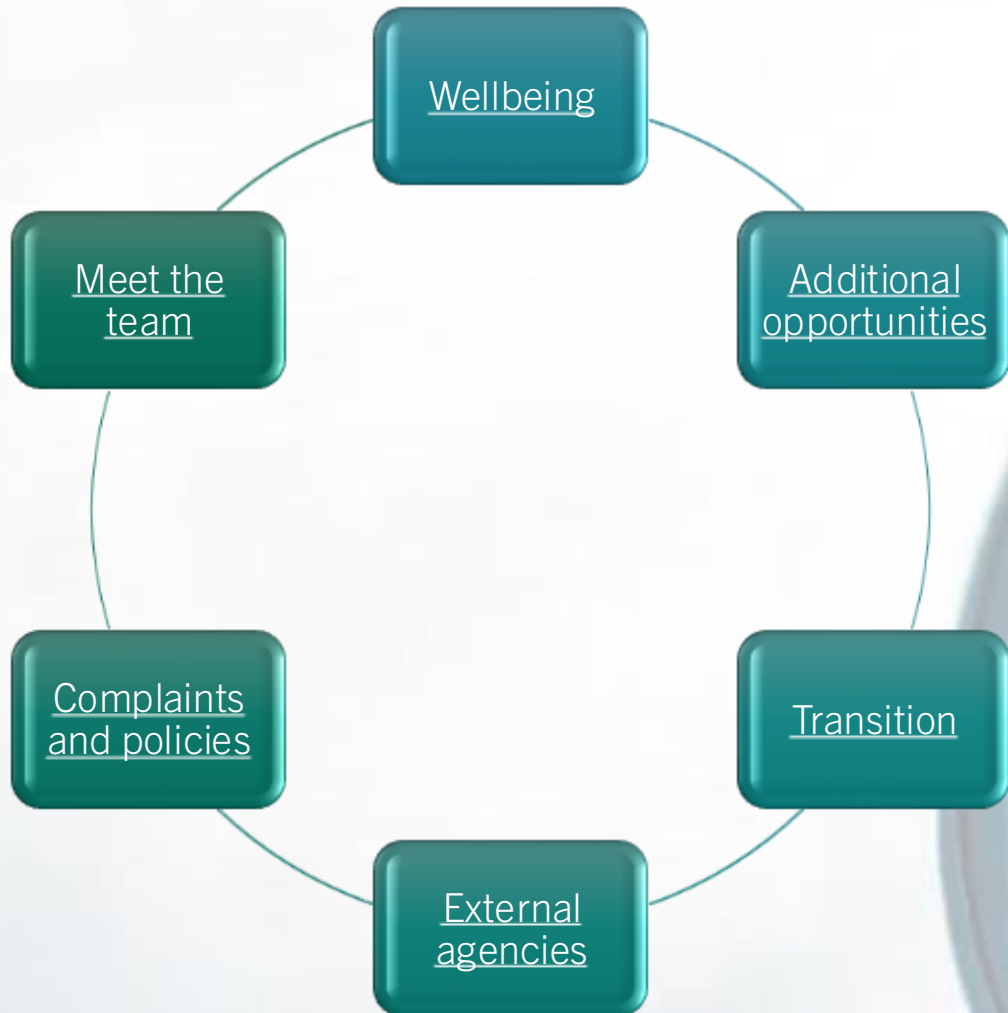
SEND INFORMATION
REPORT

2025-26



BOXGROVE
PRIMARY SCHOOL

Compass Partnership of Schools SEND Information



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SEND NEEDS

As identified in the 2014 Special Educational Needs and Disability Code of Practice (January 2015).

There are four main areas of need.

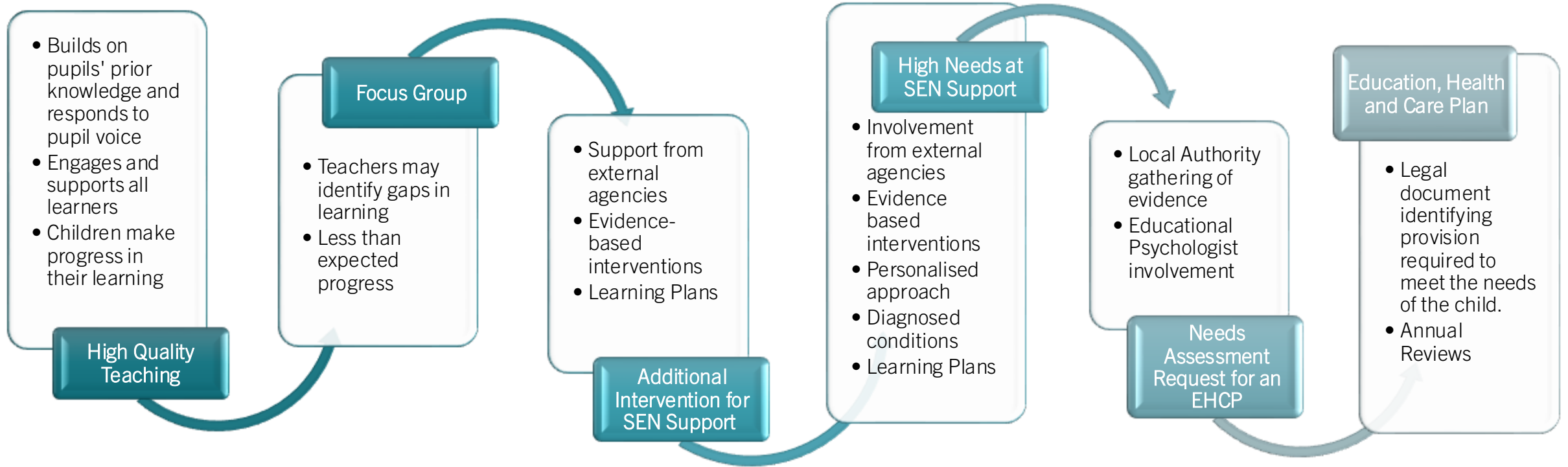
- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

All staff within Compass Partnership of Schools have received, and will continue to receive, training specific to a variety of Special Educational Needs and Disabilities. Each pupil in the school has access to high quality teaching within the classroom. Some children may need some extra support that is “*additional to and different from*” their peers (SEND Code of Practice 2015, 6:15). In these cases, the children may be placed on SEN support and a personalised programme of support is set up for them which will be linked to the graduated approach of assess, plan, do, review. For some children, who need further support, an assessment for an Education, Health and Care Plan may be requested from the Local Education Authority.



IDENTIFYING SEND

When teachers consider that there are indicators that a child may have special educational needs, they will share this with parents and carers and the SENCo. Once this information has been shared, additional provision or intervention may be provided to meet the child's needs through a graduated approach.



CHILDREN WITH SEND

SEN Support

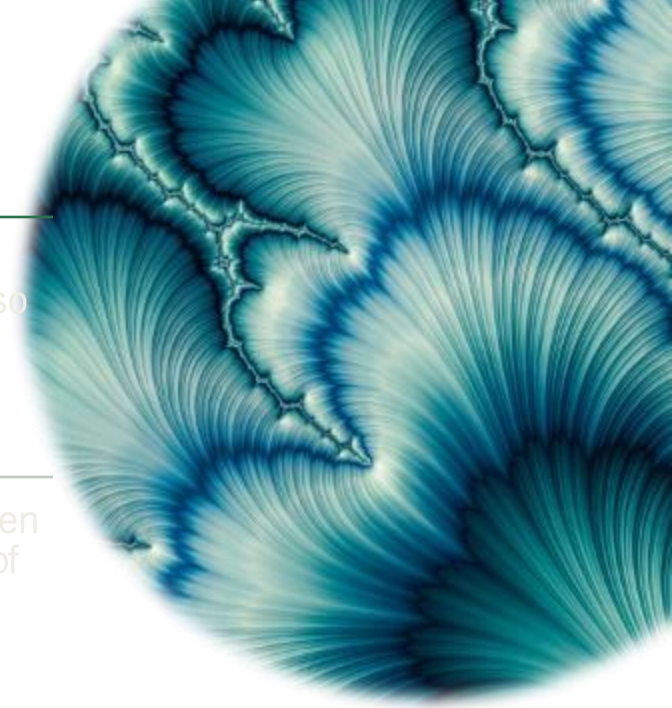
Additional or different support is given from that provided as part of the schools' universal provision. The class teacher and Special Educational Needs Co-ordinator (SENCo) may also receive advice or support from outside specialists. The child does not have an Education, Health and Care Plan if they receive SEN Support.

At times, following a reflection on the progress made by the child and if appropriate, children may be removed from the SEN register. Parents and Carers will be involved and informed of this decision.

Education, Health and Care Plans

A pupil has an EHCP when a formal assessment has been made. A legal document is then in place that sets out the child's needs and the extra provision they should receive. More details can be found on the Greenwich Local Offer: [Special Educational Needs and Disabilities \(SEND\) Local Offer | Greenwich Community Directory](#)

Children on the SEN Register will have provision that is 'additional to or different from' their peers. SENCo's will meet with parents and carers throughout the year. These meetings will focus on the whole child and celebrate their achievements, they will also look closely at how we can improve the provision and what strategies are needed to meet the child's outcomes including what is and what is not working.



WORKING TOGETHER



We recognise that parents/carers play an integral role in the progress of their child, and we work hard to foster a strong working relationship.



Parents/carers are invited to attend termly meetings, Annual Reviews, school activities and events to celebrate and review their child's progress as well as informal methods of communication.



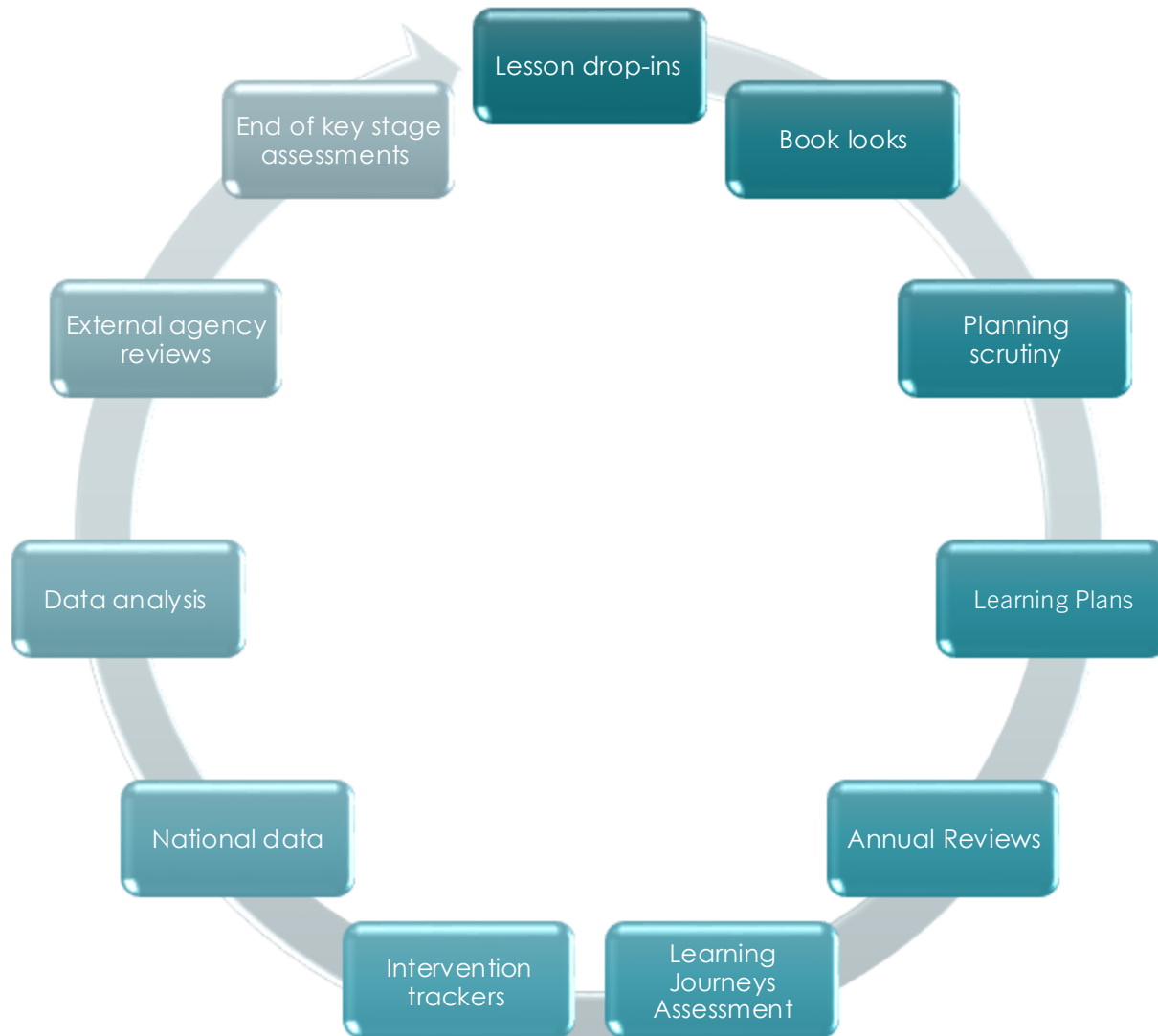
Parents/carers are encouraged to contact the class teacher in the first instance if they have any concerns and the class teachers will refer to the relevant support internally or externally.



Children share their views, thoughts and feelings through their class School Council representative, termly meetings, Annual Reviews and pupil voice.



ASSESSMENT AND REVIEW



A range of assessment tools are used to identify areas of need and measure progress. Some children may engage in more specific assessments based on their area of need.

Parents will have regular opportunities to meet with teachers to find out about the progress their child is making in the form of parent evenings.

Children who have EHCPs will also have an Annual Review which is shared with the families and Local Authority to measure progress against the outcomes identified in their EHCP.

The provision for children with SEND is regularly reviewed and monitored.



APPROACH TO TEACHING AND LEARNING

“Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff” [Code of Practice; June 2014: 6.36]

We ensure all children have access to high quality teaching from their class teacher. Where necessary, some children may receive additional provision to meet their individual needs.

Some children may require a personalised approach including a personalised curriculum, personalised timetable or care that is required to meet health needs following guidance from medical professionals.

All children will be assessed as part of the school assessment cycle which will review progress against agreed outcomes and inform our graduated approach of assess, plan, do, review. Some children will require an Education, Health and Care Plan.



ADAPTATIONS

We create an inclusive learning environment whereby all children, including children with Special Educational Needs and Disabilities are supported to take part in activities alongside their peers. We make reasonable adjustments to our curriculum and learning environment to ensure all children can achieve their potential.

Adaptions could include; personalised timetables and curriculums, coloured backgrounds on books and/or overlays, a visual timetable, an individual timetable, large fonts, specialist equipment such as large print dictionaries, visual cues and aids, staff support and evidence-based interventions.

Adaptions for the physical environment may include; accessible toilets, hygiene suite, changing table, high visibility marking on steps, double doors in some areas of the building, fire evacuation chairs, lifts and ramps.



THE WHOLE CHILD

- We have high expectations of children with Special Educational Needs. We ensure that they *“achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood”* (Code of Practice 2015, 6.1).
- We ensure that all children are provided with relevant opportunities to develop their independence in an inclusive setting. Strategies we adopt to ensure *“All pupils should have access to a broad and balanced curriculum”* (SEND Code of Practice, January 2015: 6.12) are:
 - a graduated approach linked to assess, plan, do, and review;
 - high quality teaching supporting pupils on SEN Support or children with an Education, Health and Care Plan;
 - provision which is ‘additional to and different from’;
 - targeted evidence-based interventions; at times, adult support if the school decides it is appropriate; liaison with outside agencies.



WELLBEING

- At the Compass Partnership of Schools, we understand the importance of self-regulation and work hard to provide children with opportunities to identify what tools they need to recognise different emotions as well as developing strategies to use when they are not regulated. We use emotion coaching and a restorative approach to resolving conflicts,
- At Boxgrove Primary School, we have a pastoral team comprising of a SENCO, an Adult Mental Health First Aider, and a Learning Mentor. All of our staff are trained in restorative approach which supports the children to to feel heard, safe and happy. We also work with outside agencies such as CAMHS and Early Help which support our families with Wellbeing.
- All staff can be contacted via the main school office on **0208 310 1912** or by email bgcontact@compassps.uk



INCLUSION TEAM

WE HAVE A TEAM OF TEACHING ASSISTANTS AND LEARNING MENTORS AT BOXGROVE PRIMARY SCHOOL.

MEMBERS OF STAFF CAN BE CONTACTED ON 020 8 310 1912 OR VIA EMAIL AT BGCONTACT@COMPASSPS.UK

Miss Turner

- Assistant Headteacher for Inclusion.

Ms Kalin Watts

- ASD LARP Lead & AHT

Sue Coulter

- Learning Mentor

Sharon Francis

- School Based Provision lead

Ms Abimbola Adebayo

- SALT, Attention Autism, Intensive Interaction, NELI

Ms Terri Stone

- ELSA

Ms Kemi Abraham

- Word Aware

Ms Nicola Wenden

- Lego Therapy

Ms Katie Aggarwal

- SALT, Attention Autism, Intensive Interaction



ADDITIONAL OPPORTUNITIES

We have high expectations of children with special educational needs. We ensure that they *“achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood”* (Code of Practice 2015, 6.1).

We ensure that our school is inclusive by ensuring all children have access to:

- inclusion in all activities/curriculum;
- after school clubs;
- classroom and whole school responsibilities;
- school residential visits;
- adult or peer support as necessary to help children access all areas of the curriculum



TRANSITION



All children will encounter transition throughout their time at school. Any change or transition will be carefully considered and managed to ensure the needs of the child are met.



Children will move between classes and will encounter changes of teachers. The children will have the opportunity to meet the new adults they are working with. Children will visit their new classrooms where required. In some cases, some children may require additional support for transition which could include additional visits, social stories, photos or transition packs.



Sometimes, children may move school. We will work with the other school and share relevant information to ensure there is a thorough transition. If the child has an Education, Health and Care Plan, often the Local Education Authority will consult directly with the school.



All schools within Compass Partnership of Schools will work closely with families, other schools or nurseries and where necessary, medical professionals to provide a smooth transition between settings that meet the needs of the child. Staff will work hard to communicate fully with other agencies.



EXTERNAL AGENCIES

We work closely with external agencies to support the individual needs of the child

Wellbeing and mental health

- [Educational Psychology Service](#)
- [CAMHS](#)

Speech and language support

- [Oxleas Speech Therapy Service](#)
- [Private Therapy Links](#)

Community Pediatrics

- [Pediatricians](#)
- [Occupational Therapy](#)
- [Physiotherapy](#)

Social Care

- [Family and Adolescent Support Service \(FASS\)](#)
- [Social workers](#)

Specialist Teachers

- [Sensory Service - Visual & Hearing impairments](#)
- [STEPS Literacy and Mathematics Support](#)
- [ASD Outreach](#)

School Health Team

- [School Nursing](#)
- [Health Visitors](#)

Medical Professionals

- [Specialist Consultants](#)
- [General Practitioners](#)



COMPLAINTS AND POLICIES

Our policies and provision

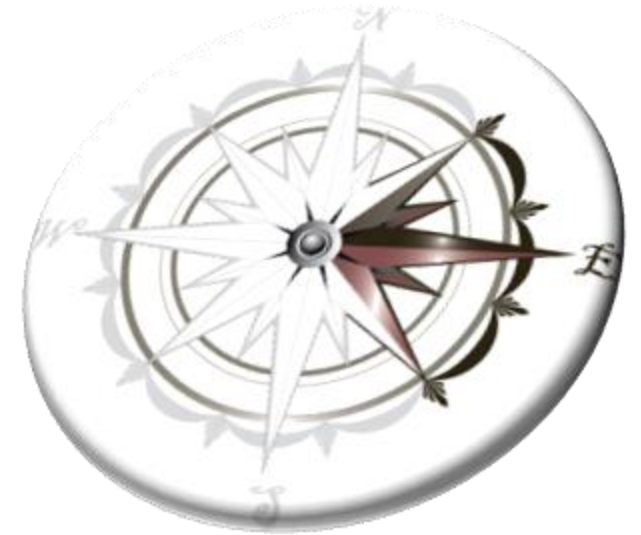
- The school delivers the requirements of the National Curriculum and adapts this according to individual needs. Our approach focusses on teaching children the skills they need for lifelong learning and independence as they progress to ensure they are prepared for adulthood.
- A range of our school policies are available on our website or we can provide copies on request.
- Please see the following documents:
 - **Special Educational Needs and Disability Policy**
 - **Equal Opportunities Policy**
 - **Accessibility Plan**

Greenwich Local Offer

- The Local Offer provides information on the services in Essex that are available for children and young people with Special Educational Needs (SEN) and Disabilities aged from birth to 25.
- [Special Educational Needs and Disabilities \(SEND\) Local Offer | Greenwich Community Directory](#)

Complaints

- Please refer to the school's complaints policy.



*"They said he wouldn't,
but he did. They said
he couldn't, but he can.
They said he won't,
but he will."*

