



**Boxgrove Church of England Primary School
Special Educational Needs and Disabilities Policy**

Our School's Vision Statement

Learning, Loving and Growing, together with God.

Through our Christian Faith, we acknowledge our responsibility to all, to enrich lives and show love and respect within our school family. We believe in lifelong learning aiming to equip our children to live life today and for tomorrow rooted in Christian love.

God is love and those who live in love, live in God, and God lives in them.

1 John 4.16

Date of policy March 2025

Member of staff responsible
Headteacher

Review date March 2026

SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY

At Boxgrove CofE Primary School, we are a community where everyone is valued, nurtured, and enabled to flourish. Our Christian values guide us in fostering curiosity, resilience, and independence while ensuring all children, including those with Special Educational Needs and Disabilities (SEND), experience success.

This policy outlines our commitment to providing an inclusive, high-quality education for all children, including those with SEND. It aligns with statutory guidance and the SEND Code of Practice (2015), ensuring a clear framework for supporting pupils with additional needs.

This policy has been compiled by the headteacher in consultation with school staff. It complies with the guidance given in:

- This policy complies with the following legislation and guidance:
- SEND Code of Practice: 0 to 25 years (2015)
- Children and Families Act (2014)
- Equality Act (2010)
- Special Educational Needs and Disability Regulations (2014)
- Statutory guidance on supporting pupils with medical conditions (2015)
- The National Curriculum in England
- Safeguarding Policy

Definition of Special Educational Needs:

A child has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which 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.

Special Educational Provision means provision, which is additional to, or otherwise different from, the educational provision made generally for children of the same age in a mainstream setting in England.

Although we recognise that every child is unique, they will have needs and requirements which may fall into at least one of the four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

Alongside these areas of needs we will also consider the needs of the whole child, not just special educational needs, when determining personalised provision and targets to support a child.

Aims and Objectives

Aims

Boxgrove CofE Primary School is committed to:

- Providing an inclusive education that removes barriers to learning.
- Identifying and addressing SEND at the earliest opportunity.
- Ensuring that all children, whatever their needs, have access to a broad and balanced curriculum.
- Promoting independence, confidence, and self-worth.
- Working collaboratively with parents, pupils, and external professionals.

Objectives

- To implement a graduated approach to SEND support.
- To ensure high-quality teaching and targeted interventions.
- To involve parents and pupils in decision-making.
- To regularly monitor progress and adjust provision as needed.

Identifying SEND

A child has SEND if they have a learning difficulty or disability that requires special educational provision beyond what is normally available to pupils of the same age.

The four broad areas of SEND are:

1. **Communication and Interaction** – e.g., speech, language, and social communication difficulties.
2. **Cognition and Learning** – e.g., dyslexia, dyscalculia, and general learning difficulties.
3. **Social, Emotional, and Mental Health (SEMH)** – e.g., anxiety, ADHD, attachment difficulties.
4. **Sensory and/or Physical Needs** – e.g., visual/hearing impairments, physical disabilities.

While we focus on SEND, we also consider external factors such as attendance, English as an Additional Language (EAL), and social circumstances when planning support.

Graduated Approach to SEND Support

We follow a four-stage cycle:

Assess - Class teachers, in collaboration with the SENCo, assess pupils' needs using observations, assessments, and external reports.

Plan - A personalised support plan is developed, detailing strategies, interventions, and expected outcomes.

Do - The plan is implemented through quality first teaching and additional interventions.

Review - Progress is reviewed termly with staff, parents, and the pupil to adjust support as necessary.

Levels of Support

- Universal Support: Quality first teaching for all pupils.
- School Support: Targeted interventions for those identified with SEND.
- EHCP (Education, Health, and Care Plan): For pupils requiring a higher level of support beyond the school's resources.

Roles and Responsibilities

The SENCo

The Special Educational Needs Coordinator (SENCo) is responsible for:

- Overseeing the day-to-day operation of the SEND policy.
- Coordinating provision for pupils with SEND.
- Supporting teachers in meeting pupils' needs.
- Liaising with external agencies.
- Keeping up-to-date records and ensuring compliance with statutory requirements.

Class Teachers

Teachers are responsible for:

- Delivering high-quality teaching tailored to all learners.
- Implementing and monitoring support strategies.
- Regularly reviewing pupils' progress.
- Working closely with parents and the SENCo.

Teaching Assistants (TAs)

TAs support pupils by:

- Delivering interventions under teacher guidance.
- Providing targeted support within the classroom.
- Feeding back on pupil progress.

The Headteacher

The Headteacher ensures:

- The implementation of the SEND policy.
- Adequate training and resources for staff.
- Regular monitoring of SEND provision and pupil progress.

The Governing Body

The governing body:

- Oversees SEND provision.
- Ensures compliance with legislation.
- Monitors the effectiveness of SEND support.

Pupil and Parent Involvement

- Pupils contribute, outlining their strengths, needs, and aspirations.
- Parents are involved in regular review meetings and are encouraged to collaborate in their child's education.
- The school maintains open communication through meetings and newsletters

Supporting Pupils with SEND

Support may include:

- Differentiated classroom strategies.
- Small group or one-to-one interventions.
- Assistive technology or adapted resources.
- Emotional and social support, including access to external counselling.

Transition Support

We may provide or contribute to tailored transition plans for pupils moving between year groups or to secondary school.

Monitoring and Evaluation of SEND Provision

The impact of SEND provision is evaluated through:

- Termly reviews of pupils' progress.
- Analysis of assessment data.
- Feedback from pupils, parents, and staff.
- External reviews and governor oversight.

Pupils may be removed from the SEND register if they make sustained progress and no longer require additional support.

Record Keeping and Data Protection

All SEND records are maintained in line with GDPR and Data Protection Act 2018 requirements.

Complaints Procedure

If parents have concerns about SEND provision, they should:

1. Speak with the class teacher.
2. Arrange a meeting with the SENCo.
3. Contact the Headteacher.
4. Follow the school's formal Complaints Policy if necessary.

Policy Review

This policy is reviewed annually.