



SEND Information Report 2022-23

Boreham Primary School

Updated March 2022



Our Vision School Vision

“Daring to aim high, scale new heights, spread our wings and fly”.

At Boreham we are an inclusive family school and equally support and value the abilities and achievements of all pupils. We are committed to providing the best possible learning environment for everyone. Quality First Teaching is at the heart of our provision. All pupils follow the national curriculum at a level and pace appropriate to their learning abilities. We believe in personalised learning to meet the **special educational need or disability** of individual pupils, adapting teaching approach, resources and the curriculum, including interventions to enable access. Providing opportunities that support, enhance and challenge pupils learning. Pupil voice and the well-being of our children are central to any decisions made about provision.

Who’s who?

Our **SENCo** is Mrs Jo Huntley.



All teachers are teachers of SEND but it is the responsibility of the SENCo to oversee SEND provision. Mrs Huntley will be happy to answer any particular questions that you might have. You can contact her at the school office. Mrs Huntley is usually in school from Tuesday to Thursday.

Our **SEND Link Governors** are Mrs Yvonne Chapman



and Mr Keith May

What does SEND mean at Boreham?

Many children experience a special educational need and/or disability throughout their school life and beyond. Although disabilities tend to be ‘lifelong’, this may not be the case for a special educational need. At our school SEND is seen as requiring support that is additional to or different to the rest of the class. For example, they may have additional needs due to co-ordination difficulties, memory difficulties, a visual impairment, understanding, speech and language, social interaction difficulties. The list is endless and personal to each individual child. A carefully planned approach is needed, additional to high quality teaching that enable pupils to aim high and achieve as best as they can.

Where can I find out more?

Our **SEND and Inclusion Policy** outlines our principles, priorities and approach to supporting children with a **Special Educational Need and Disability**. It can be found on our website.

The **Essex Local Offer** details what provision and services are available for children and young people with SEND. This can be found on line at <http://www.essexlocaloffer.org.uk/>

We follow a graduated one planning approach to SEND provision. Children who are in receipt of an individual SEN Support Plan are placed on the SEND register at SEN Support or Education, Health and Care Plan (EHCP).

Categories of SEND.

The Code of Practice 2015 identifies four areas of SEND.

Communication and Interaction Needs (C&I)
Cognition and Learning Needs (C&L)
Social, Emotional and Mental Health (SEMH)
Sensory and/or Physical Needs (S/PN)

Graduated Approach to SEND at Boreham

How is it decided if my child has SEND?

The majority of children's needs are met within the normal classroom environment through **high quality teaching** and the use of appropriately varied teaching strategies and adapted activities set by the class teacher. At Boreham all teachers are teachers of children with special educational needs. The progress and development of all pupils is the responsibility of the class teacher.



Many parents/carers have a clear idea of their child's SEND when they join the school. Parents know their children best and we value their views.

Assessment of pupil progress is an integral part of the teaching and learning cycle at Boreham.

Sometimes the school staff will initiate a concern and then they will contact parent/carers to discuss their concern.

Staff will monitor and apply additional support strategies, small group work, additional resources or equipment, referring to high quality teaching strategies from the Essex Provision Guidance Toolkit as part of their usual practice.

If a concern remains despite high quality teaching and the implementation of additional support strategies or equipment, then a pupil will be placed at **SEN Support**. The class teacher remains responsible for each child's progress, but this will be monitored by the SENCo. A review of progress and provision alongside the parent and child, informs whether continued or further additional support is required. This is recorded on a SEND Support Plan. Advice and support may be sought and followed from outside agencies with agreement from parents/carers.

Where more complex needs are identified, having followed 3 cycles of the 'assess, plan, do, review cycle' and if the presented need is persistent and greater than can be addressed and managed through the school's allocated resources, then an application to the Local Authority may be requested to assess the need for an **Education Health and Care Plan (EHCP)**.

Partnerships

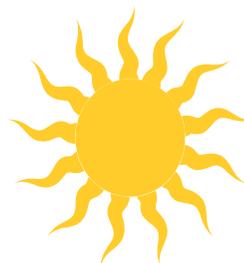
We work in partnership with a range of services and outside agencies to support children and their families. These include independent support services, health professionals (GP, health visitors, school nurse, paediatricians, occupational therapists, physiotherapists, speech and language therapists, emotional wellbeing and mental health workers, family support services like Families in Focus & Essex Family Forum), SEND inclusion partner, SEND operations team, specialist teachers, educational psychologists, social care, play therapists and counsellors.

Sharing information

We comply with the General Data Protection Regulation (GDPR) and will gain parental consent prior to sharing information with partnership services.

Transition

We have established links with schools within the Chelmer Partnership. In addition, we work in partnership with pre-schools, nurseries, primary schools and secondary schools outside of the partnership. We endeavour to establish links with all schools, to ensure children are well prepared for their transition, including within Boreham Primary. A programme of organised transition activities are implemented as appropriate for pupils with SEND, including additional visits, familiarisation trails, small group work, conversation starters, social stories and photo books. The SENCo will endeavour to attend review meetings prior to transition and ensure liaison is established when SEND children move on.



River Chelmer Partnership Schools

Boreham, Broomfield Primary
Chelmer Valley High, Ford End
Great Waltham, Little Waltham
Newlands Spring, St.Pius

We also work in partnership with other schools across Chelmsford through SEND cluster and the CTSA (Chelmsford Teaching Schools Alliance) and CSSP (Chelmsford Schools Sports Partnership).

As part of our inclusive practice we aim to ensure equal access, removing barriers to learning by adapting the curriculum and learning environment whenever possible. A copy of our **Accessibility Plan** can be found on our website within our **Equality Scheme 2021-2024**

Covid-19

We will continue to follow our Covid risk assessment during the Covid-19 pandemic. We will continue to support SEND pupils. However reasonable adjustments may be taken to provisions and delivery, particularly avoiding mixing class bubbles in an outbreak. Ongoing parent communication will continue, either virtually or face to face.

How will staff develop their skills?

We recognise the value of ongoing training and its impact upon staff skill and confidence in working with pupils with SEND. Professional development is reviewed to support the ongoing needs of pupils. Training needs are supported through peer mentoring, modelling, observation, working in partnership with the SEND inclusion team, other outside agencies and partnership schools; support groups, staff meetings and opportunities to attend courses. The school continues to work closely with other local schools to share good practice.

SEND provision and interventions

At Boreham we have a dedicated caring team of support staff who work in class alongside class teachers to enable access and support learning whilst promoting independence. All classrooms promote a learning environment to support and develop independence, including visual timetables, working walls, word banks, key vocabulary, and practical resources/concrete apparatus. In addition to personalised strategies, resources and adapted tasks; a range of individual and small group interventions may be delivered to support children with additional needs.



Sensory &/or Physical Needs

Individual therapy plans, exercises, Gym trail, Individual and small group finger gym, Theraputty activities, Sensory breaks. Personalised adaptations, access arrangements. The sensory room is currently inaccessible.

Speech Language & Communication Needs

Working in partnership with speech and language therapists to follow therapy plans. Vocabulary and language activities and games, Pre-teaching and re-reinforcement of vocabulary and concepts. Talk boost. Comprehension activities. Speaking, Listening and Thinking group activities. Memory activities. Social skills small group activities e.g. Time to Talk, Socially Speaking. Small world play, Lego Club. Attention bucket, Emotional regulation activities, social stories, visual strategies/timetables Social communication activities, social scenario small group, skills/interaction groups



Social, Emotional & Mental Health Needs

Social skills groups, Transition activities and small group work, Smart Thinking, Physiological awareness, Nurture group, Emotional Well-being group, Dina School, Individual counselling.

Cognition & Learning Needs

Individual reading, Additional guided group reading, Precision teaching, Phonological awareness activities, Phonic groups, Tricky word spelling, Cued spelling, Toe by Toe, Comprehension activities, Activities planned by class teachers to address gaps in learning, Individual number bonds activities, Individual/small group Numicon, Handwriting programmes.



If you wish to make a complaint please see the complaints procedure on the school website.