

SEND REPORT 2023

Evaluation of SEND provision and pupil progress

Analysis of number of pupils on the SEND register:

At present there are 28 children on the SEND register at Boxmoor Primary School (Nursery to Year 6). This does not include those children who are currently being closely monitored by the school on the provision maps. Currently there are 9 children on an Education Health Care Plan (EHCP). The school is awaiting the outcome for three more and will be making an application for a further three.

Identification of special identification needs:

Most identification of children with special needs comes from the class teacher and/or from the parents. From here, meetings are arranged with the family, class teacher and the SENCO.

Other methods used for identifying possible SEND are:

- Progression of skills in learning books
- Discussion with class Teaching Assistants
- Formal assessments
- Summative assessments

Termly Pupil Progress meetings of all the children happen, which involve the Head Teacher, Deputy Head teacher and class teachers. If any children are identified as making slow progress at the meeting, they are placed on the provision map.

Provision Maps:

Every term, teachers update the provision map. This is a chance for teachers to add children who they are concerned about or remove children who no longer require any additional provision. It is a chance for the teacher to reflect upon each child. The provision map highlights children who are making slow progress in their learning, or identified as having social, emotional and/or behaviour and mental health needs. These provision maps list the support given to the child in class, outside agency/professionals and any other information that is useful to track progress. These provision maps move up with the class and help aid the discussions around transition within the school. For children in our Year 6 class who are listed on the provision map, the information is shared as part of their transition to Secondary School.

Any child on the SEND register is also on a graduated approach (GA). This is a form where SMART (Specific, Measurable, Achievable, Realistic, Time bound) targets are written down. These targets are reviewed every 6/7 weeks and shared with parents and the child. If a child is not on the SEND register but has been placed on the provision map and requires SMART targets they can also be put on a GA. Not all children on the provision map are on a GA but all children on the SEND register are.

There has been discussion about creating a one-page pupil profile for children on the SEND register. From the discussions, the main idea of a pupil passport has been incorporated onto the GA. This allows all relevant information on one form. The GA has a section where the child can add their voice: What I am good at? What am I interested in? What do I find difficult? What concerns do I have? How can school help me? How can home help me? How can I help myself? The GA also has a section where reasonable adjustments can be added and a section where any external advice or reports can be sign posted.

Analysis of Support:

We have on-going support from services within Developing Special Provision Locally (DSPL 8) and Dacorum Education Support Centre (DESC). The school also works very closely with Gade Schools Family Support services; this includes working with the pupil support worker who has worked 1:1 with many children over the years and with the dedicated SEND support worker. We also work very closely with Safe Space – a counselling service for children. The school has maintained strong links with outside agencies such as Specific Learning Difficulties (SpLD) base, Communication Autism Team, Speech and Language Team and the school has made a few referrals to the Hertfordshire Community Trust Children's wellbeing team. Due to the large demand for Education Psychologists within Hertfordshire, the school made the decision to pay for an Education Psychologist to support a couple of our children and their families.

Training:

Attention autism training in Year 1 and Reception

During staff meetings training on ways to include and differentiate learning for children with SEN in all subjects.

Year 1, teacher and TA SpLD training at Woodfield Special Needs School.

Whole school training on STEPS.

SENCO Lead has completed an 6 unit course on ELSA (Emotional Literacy Support Assistant)

Due to a high level of need in year 5, the year 5 team have worked very closely with outside support such as the SpLD base, autism lead and there has been some input from speech and language.

The school is hoping to work closely with the autism lead from ISL and look at autism in girls.

Wellbeing:

The school continues to foster a wellbeing approach for all children. Currently there are 3 members of staff trained on Draw and Talk – which is a 1:1 programme designed to support children with their mental wellbeing. It is especially designed to support children who have gone through bereavement, parents splitting or other significant events in their life. These 30 minutes sessions a week could last for anything between 6 and 12 weeks. The school

also uses full access of the pupil support worker, who is currently working with 2 children and there are two children receiving counselling from Safe Space.

Alongside 1:1 support for children with mental health difficulties, class teachers and TAs regularly talk about mental wellbeing during PSHE lessons. All classes use the concept of Zones of Regulation. This is a great teaching tool to help children learn what feelings feel like for them, and what strategies children can use to help themselves to feel better. Children are taught to look after themselves by learning the importance of sleep, eating healthy, exercise, being mindful and we have started to teach children the 5 ways to wellbeing: To give, To connect, To be active, to notice, to learn new skills.

Year 6 is working closely with WatfordFC Positive Minds Education. This scheme of work is a 10 week wellbeing programme delivered within the school setting to Year 6 students. The programme aims to improve children's knowledge and understanding around mental health, as well as provide tools to help them be prepared for future change, particularly transitioning to secondary school.

Feeling Good week was celebrated in school, and this helped children to understand why it is important to be kind to themselves and to be positive about who they are.

SEND funding:

Currently there are no children receiving Higher Needs Funding (HNF). All children who have an EHCP are banded. Depending on the child's needs, depends which band they fall into. Each child on an EHCP are in a band which reflects their learning needs.

The SENCo was issued with a budget of £600 the 2022-2023 financial year, which was used to buy any necessary resources. Training needs relating to SEND is supported through the school's training budget or sometimes the school is fortunate to access free training which is provided by the Developing Special Provision Locally (DSPL) programme in Dacrom.

For the year going forward 2023-2024, a budget of £300 has been requested to replenish necessary fidget toys, wobble cushions, ear defenders and any specialist equipment to help with sensory needs. Within the training budget, there is also funding for two members of staff to have training in ELKLAN which is a speech and language programme. Additional funds have also been set aside to be used to assess children using the private EP.