



Edinburgh Primary
School

SEN Information Report (amended September 2025)

Approved by Governing Body: May 2025

Next review date: May 2027



UN Convention of the Rights of the Child:

Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have disability, whether they are rich or poor. No child should be untreated unfairly on any basis.

Article 3 All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 4 The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

Article 5 Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

Article 13 You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 23 You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 42 You have the right to know your rights! Adults should know about these rights and help you learn about them, too.

Welcome to our SEND Information Report. All governing bodies of maintained schools and maintained nursery schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information is updated annually.

At Edinburgh Primary School we value all members of our school community. Our local offer is in accordance with the government's Code of Practice for children with SEND. Currently at Edinburgh Primary School we have children with needs in all 4 areas of the SEN code of practice (2014).

1. What are Special Needs and Disabilities?

At different times in their school life, a child or young person may have a special educational need.

The *Code of Practice 2014* defines SEND as follows:

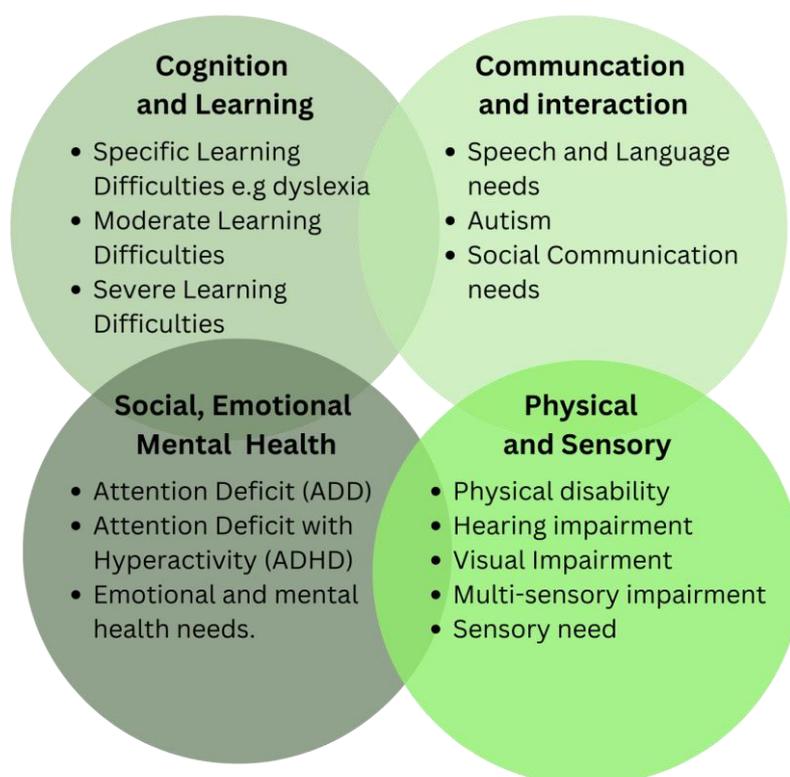
'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty and disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

2. The kinds of SEN for which provision is made at the school

Our school currently provides additional and/or different provision for a range of needs, including:



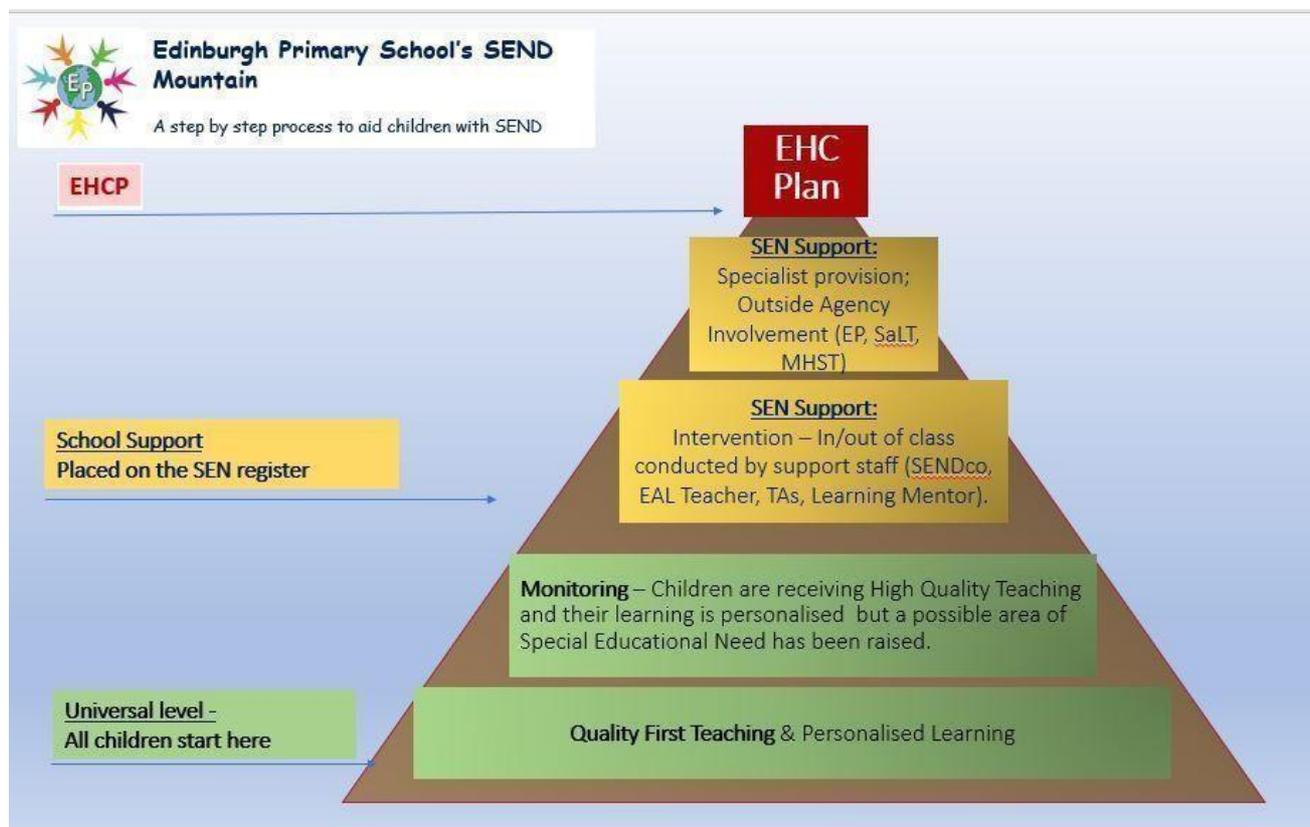
Role of the Governing Body - The Special Educational Needs (SEN) Governor oversees the school's arrangements for SEN and disability. The SEN Governor, who

works collaboratively with the Head Teacher and the school SENDco plays a vital role in determining the strategic development of SEN policy and provision in the school.

3. Before a child with SEND joins the school

Please contact our Office Manager –Sandra Carroll, if you have any general admission enquiries. Before a child with SEN joins our school, we contact their previous educational setting for an overview of the child's strengths and areas of development. We may also be in contact with outside agencies such as Speech and Language Therapy or the child's GP. If a child has an EHC plan prior to joining us, this will be reviewed and suitable support put in place prior to the child starting.

4. How do we identify and support pupils with SEN?



Universal

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Every child in our school has the right to high quality teaching and individual targets.

Teachers are able to identify and provide for pupils with special educational needs.

All pupils will have access to an appropriately differentiated curriculum and receive their full entitlement to any support identified (as far as this can be controlled by the school)

All pupils are fully integrated into the activities of the school so far as is reasonably practical and compatible with the efficient education of pupils with whom they are educated.

Curriculum planning and assessment takes account of the type and extent of any difficulty experienced by any pupil.

- Pupils are encouraged to take responsibility with us for their learning
- Pupils' difficulties are identified as early as possible
- Parents are informed and involved as partners in their children's learning Our school follow the 2010 Equality Act (amended 2012) and our Accessibility Policy can be found on our school website.

Our teachers are aware of the learning expectations of each year group and the developmental milestones that children typically meet in each phase of their development while in school.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

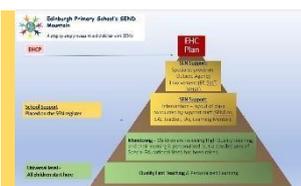
- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

If a child is not meeting those milestones or is not making expected progress, a staff member or parent approaches the SENCO with a concern in 1 or more of the 4 areas of SEND: Communication and interaction, Cognition and Learning, Social, emotional and mental health, Sensory and/or physical.

Following this concern, the following steps will be made at this stage:

- teacher observations in class or/and
- observations made by the SENCO
- teacher/parent/SENCO meetings.
- Your child's progress can be discussed by the class teacher and/or the SENCO at parent evenings.

If you have a concern regarding your child you may contact Anna Joseph
Edinburgh's SENCO: on 0208 509 6180



School Support

Once a child has been identified as having a difficulty or delay in 1 or more of the 4 areas of SEND (Communication and interaction, Cognition and Learning, Social, emotional and mental health, Sensory and/or physical.) Then they will be placed in a suitable intervention ran by a member of our support staff. Our support staff are all highly trained in a range of SEND including Lego therapy, speech and language and understanding Autism. We also have access to a learning mentor, who works with children that have emotional and social difficulties, who also supports behaviour for learning.

Regular reviews of these interventions will take place each term alongside the class teacher's in class assessment. Children may be moved from their intervention, the frequency of their intervention may be increased or decreased and this will be in accordance with their progress.

We provide the following interventions (if/when) required:

Targeted small group learning interventions, usually in Literacy and Numeracy to boost progress in specific areas

- Speech and language groups run by trained members of the Inclusion Team (Teaching Assistants) following plans written by the Speech and Language Therapist,
- Phonics groups to target learning for each phase
- Transition (for children moving between year groups, key stages and into secondary)
- Behaviour for Learning support delivered by a Learning Mentor
- Social skills/friendship groups: support through Lego Therapy run by a Learning Mentor
- Individual mentoring (by Learning Mentor)
- ELSA sessions: provide emotional and social skills support to children
- Individual Pastoral Care Plans (agreed with parents, teachers and our Assistant Head who is overseeing behaviour in school)

When a child continues to show difficulties in 1 or more of the 4 areas of SEN. (Communication and interaction, Cognition and Learning, Social, emotional and mental health, Sensory and/or physical) a referral may be made to an outside agency. All referrals are made with parent/carers consent.

Outside Agencies provide the school and parent/carers with objectives to follow to ensure progress is made by the child in 1 or more of the 4 areas of SEND. Reviews of these objectives are made on a term by term basis in school and yearly by outside professionals.

Specialists may be referred to (with parental consent) for further assessment and support. These could include:

- Educational Psychologist
- Speech and Language Therapist
- Mental Health Support Team
- CAMHS
- Early Help

The Waltham Forest Local Offer provides further information:

<https://www.walthamforest.gov.uk/schools-education-and-learning/local-offer-special-educational-needs-and-disability-send/about-local-offer>

EHCP

An Education, Health and Care Plan (EHCP) is a legally binding document for children and young people up to 25 years old with special educational needs and disabilities (SEND). It outlines a child's specific educational, health, and social care needs and the support required to help them achieve their potential. EHCPs are reviewed regularly and are designed to ensure a holistic approach to a child's development.

For your child this would mean:

- The school can request (or you) that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made a 'Panel of Professionals' will decide whether your child's needs are complex enough to need a statutory assessment of your child's needs.
- If a statutory assessment is requested you will be informed and a 20 week process will take place to decide what support and funding is required.
- All EHCPs are reviewed annually with the child, parents and school.

SENDCO, Learning Mentor, Staff (including SENDco, Learning Mentor, Teaching Assistants) may be contacted via the office on: 0208 509 6180

Link Governor – The link governor may be contacted via the school office on: 0208 509 6180

5. Transitions:

Every child on School Support will be discussed at pupil progress meetings with class teachers and senior leadership, children on EHCP level will be discussed in pupil progress meetings, annual reviews and have a transition meeting in the summer term where parents/carers can meet with their child's current and new teacher to ensure a smooth transition between year groups.

Children with an EHC plan in year 6 will have a similar meeting with their secondary school of choice and the application for a secondary school place is sorted independently of non-EHC applications.

6. Arrangements for assessing and reviewing pupil progress

Edinburgh Primary School meets pupils' SEN through implementing the graduated approach using the assess, plan, do, review cycle.

Assess – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.

Plan – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be discussed and can also be recorded on a SEN Support plan and will form the basis for or review meetings.

Do - providing the support – extra assistance for learning/interventions.

Review – measuring the impact of support provided, and considering whether changes to that support need to be made. All of those involved – learner, parents or carers, teacher, SENCO and outside agencies contribute to this review. This stage then informs the next

The progress of students with SEN is closely monitored and data and reports are released and assessed termly during the autumn, spring and summer term, this is recorded and monitored closely, with interventions being established and added where students need extra support in their learning

7. Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' views and pupils' views
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's records and this will inform a decision whether a pupil will receive SEN support. Parents' and pupil's view are included in the process. Parents of children with SEN are consulted regularly by person-centred reviews, reviews, home and school contact through phone and email.

Students are also involved in their own learning by their attendance at person-centered reviews (pupils with an EHCP), and being given regular student voice opportunities. Teachers and staff encourage consistent lesson feedback, in order to get students

communicating and making suggestions on how to improve their learning experience. Students with SEN are also offered key sessions with the learning mentor to discuss any concerns they have and their opinions on how best we can support their needs. There are also opportunities for students with SEN to be on the school council to voice their views.

8. Approach to teaching pupils with SEND

At Edinburgh Primary School, we believe that all pupils deserve high quality education which engages, inspires and challenges; so that everyone meets their full potential. We strive to create a safe and happy learning environment which promotes independence and high expectations of all. We are committed to providing opportunities which promote open mindedness, empathy and celebration of the rich and diverse community which we serve; so that everyone is able to contribute positively to society. We are dedicated to promoting healthy lifestyle choices so that our pupils develop physically, emotionally and morally. We are determined that our pupils will be successful and will leave us as confident, highly educated pupils.

9. Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, timers, headphones, writing slops, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Work stations (pupils with and EHCP)
- Classwork is personally differentiated and tailored for students with SEN
- Opportunities for students to work in smaller groups, as well as 1:1 extra support with additional adult's support (TAs)

Additional adult's support for learning

We have a team of teaching assistants (TAs) including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision. Our teaching assistants, who are very well trained, deliver interventions such as: language groups, colourful semantics, phonics, social skills groups, and other interventions. Teaching assistants will support pupils on a 1:1 basis if a child has an EHC Plan or if a child requires a higher level of support (and such support is available). They will also support pupils in small groups when recommended.

Our Teaching Assistants receive regular training by outside agencies such as speech and language therapists and the department receives regular outreach support from Whitefield's (through e-trainings by SEND Success, and SEND Success visits).

10. Supporting pupils with medical needs

The school recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions will have a Medical Care

Plan in place, outlining the required support. A central requirement of the school policy is for an individual healthcare plan to be prepared, setting out what support each pupil needs and how this will be provided. Individual healthcare plans are developed in partnership between the school, parents, pupils, and the relevant healthcare professional who can advise on your child's case. The aim is to ensure that we know how to support your child effectively and to provide clarity about what needs to be done, when and by whom.

11. How adaptations are made to the curriculum and the learning environment? Classwork is differentiated for students with SEN in order for them to access the curriculum. Examples of this include the use of visual aids, modified learning objectives and outcomes, and staggered workloads. A variety of resources are supplied and used in class to help students achieve, these include, visual prompts, vocabulary lists, to-do-lists, then and next boards, etc.

Regular review of pupils' specific needs drives provision. Resources are allocated according to need and to ensure equality of access to learning for all pupils within the class. SEND resources and interventions are regularly reviewed to ensure that they meet the needs of the pupils in our schools. The school purchases quality, evidence-based resources to support pupils and improve pupil progress and outcomes.

12. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Interviewing pupils
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

13. Support for improving emotional and social development

The school is involved and liaises closely with the Educational Psychologist, school nurse, speech and language therapy team, and the physiotherapy team. In terms of social care, there is liaison with social workers, the early help team and CAMHS.

We provide support for pupils to improve their emotional and social development in the following ways:

- Access to Learning Mentor support
- MHST (Mental Health in school Team) service to become available (specialist provision)
- Individual Pastoral Care Plans
- A comprehensive whole school approach through the Personal, Social, Health Education (PSHE) programme to support pupils' learning.
- Wider family support from the Early Help Team via the Early Help Assessment process
- Referral to the Behaviour and Children Missing Education (BACME) team for specialist input
- Referral to Child and Adolescent Mental Health Service (CAMHS) or Child and Family Consultation Service (CFCS) for assessment and therapeutic input.

Complaints about SEN provision

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made to speak to the child's class teacher or with the SENDco or Senior Leadership Team.

Useful information:

SEN Local Offer

The local offer for students with SEN can be found on the website. This will give a clear guidance as to which outside agencies are available within Waltham Forest SEND Local Offer:

<https://www.walthamforest.gov.uk/schools-education-and-learning/special-educational-needs-and-disability-send>

SENDIASS

Website: <https://www.walthamforestsendiass.org.uk> Telephone: 020 3233 0251

Email: wfsendiass@citizensadvicewalthamforest.org.uk

Waltham Forest Parent Forum

Website:

<https://www.walthamforestparentforum.com/> Telephone: 07528 433640 or 07794 298496

Email: walthamforestparentforum@live.co.uk

London Borough of Waltham Forest SEND Team Front Door

Telephone: 020 8496 6503/6595

Email: senteam@walthamforest.gov.uk

If you do have any queries please do not hesitate to contact the school office and ask if or one of the following members of staff:

- SENCO: Anna Joseph 020 8509 6180
- Headteacher: Ellie Green 020 8509 6180