



Edinburgh Primary School

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Approved by Governing Body:
Date of next Review:

6 May 2025
May 2028

(reviewed April 2025)

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan

The Children and Families Act 2014 accompanied by a new SEN Code of Practice continues to be in force. Further details about the Code of Practice can be found on the following website:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Children with complex needs who, in the past, were supported by Statements of Special Educational Needs have now been transferred to Educational, Health and Care Plans (EHCP) and these will support children from birth to 25 years old. You can find out more about the EHCP pathway in Waltham Forest on the following website:

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

Waltham Forest continues to publish their Local Offer. This describes the services and provision that are available to all families in Waltham Forest whose children are experiencing some form of special educational need and is designed to support families and children in need of these services. In line with this, we have also published our own Edinburgh SEN Information Report outlining our personalised provision for children with SEN. This can be found on our school website.

MISSION STATEMENT

We at Edinburgh Primary School believe that, with carefully identified training, strategies and support, nearly all children with special educational needs and disabilities can be successfully included into mainstream school. We work in partnership with parents, the local authority, outside agencies and other schools to remove barriers to learning and participation so that all children can achieve their potential. We are aware that mainstream education will not always be right for every child all of the time and that the interests of all children must be safeguarded at all times.

We believe that:

EVERY TEACHER IS A TEACHER OF EVERY CHILD INCLUDING THOSE WITH SEND.

AIMS AND OBJECTIVES

As a fully inclusive school, we believe that all children have the right to an education that:

- enables them to become full, independent and active members of the community
- is broad and balanced with the maximum access to the National Curriculum
- where support is seen as an entitlement rather than a special addition.

- ensures careful monitoring and assessment of their needs, leading to personalised targets with the highest expectations. recognises each child's contributions, achievements, interests, knowledge and skills.

We use our best endeavours to provide differentiated and personalised support that responds to the four areas of need identified in the Code of Practice (September 2014):

- communication and interaction
- cognition and learning
- social, mental and emotional health
- sensory / physical

ROLES AND RESPONSIBILITIES

Our SENDCo and Inclusion Leader is Anna Joseph

The SENDCo will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Definition of Special Educational Needs

Children have special educational needs if they have a learning difficulty 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 children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.

Some of the following characteristics may impact progress and attainment but are NOT SEN:

- Disability (reasonable adjustment duty applicable under Disability Equality legislation)
- Attendance and punctuality concerns
- Health and welfare

- EAL
- Looked After Children and Post Adoptive Children
- Disadvantaged pupils/pupil premium
- Children of service personnel
- Behaviour concerns unless as identified as a response to an underlying social, emotional or mental health concern

Special Educational Provision means any different or additional support than that generally made for children of the same age. What that provision might be depends upon the level and type of need; it might be specific work differentiated (adapted) in class, additional adult support in class, physical adaptations to the learning environment, support from an outside specialist such as an occupational therapist or a structured behaviour management programme.

Identification of SEND follows a graduated approach as required by the Code of Practice. The 2014 Code of Practice recognises four broad categories of special educational needs. Communication and Interaction Cognition and Learning Social, emotional and mental health Sensory and/or physical needs.

Identification of SEND follows a graduated approach as required by the Code of Practice. SEND records are kept securely online.

On entry: If a child is admitted to the school with identified special educational needs, the school will request additional information for the child's previous setting, parents and involved agencies to plan provision and transition prior to the pupil starting at school.

Referral system: Children may be referred to the SENCO by the class teacher, the pre- school/previous school 'advisor' or the child's parents. The class teacher must initially discuss these concerns with the parents prior to discussing it with the inclusion team. The SENCO will arrange for an assessment of the child's needs to take place with reference to:

- Learning
- Physical/sensory development
- Social, Emotional and Mental Health needs, including Behaviour needs

Our schools include pupils who present with a wide range of special educational needs.

A GRADUATED APPROACH TO SEN SUPPORT

We believe that quality first teaching is the right of every pupil and that intervention, whilst important to address specific need, cannot substitute for a high-quality classroom learning experience. Teachers are responsible and accountable for the progress and development of every pupil within their class. Assessment of pupils' progress is an integral aspect of the teaching and learning cycle and occurs as a matter of course throughout all lessons. To support professional judgment about pupil progress, formal periods of assessment and review are included in the school calendar. Concerns relating to progress, including those which may indicate special educational needs, are often highlighted during these periods however, a concern may be raised at any time by a staff member or parent/carer.

Pupils are registered under a single category - SEN Support. Within this single category, pupils receive varying levels of support dependent on their needs. The Assess –Plan –Do –Review model is applied. This includes targeted, personalised differentiation in the first instance. Additional intervention is applied if further support is required however, the class teacher remains ultimately responsible for each pupil's progress. A review of progress and actions taken after a suitable period of time will determine whether continued or additional SEN support is required. Where higher level or more complex needs are identified, assessment and advice is

sought from external agencies. Strategies advised by these professionals are included in the provision for the pupil.

Most pupils will have their needs met through School Support (quality first Teaching and additional interventions when/if required). Some pupils will have their School Support Plan discussed and agreed with their families. If the presenting need is greater than can be addressed and managed through the school's allocated resources, an application may be made for an Education Health and Care Plan. These are agreed by the local authority.

Curriculum Access Provision is planned to ensure that every pupil has access to and makes progress across the curriculum. This includes:

- Curriculum planning (medium and short term), by teachers, which is differentiated and has differentiated success criteria
- Monitoring by leaders to ensure access, differentiation and suitable resources.
- Deployment of support staff throughout to work with individuals and small groups, carry out intervention and enable full access to the curriculum.
- Making resources, including auxiliary aids available to support individual learning needs and to support the curriculum (e.g. ICT equipment, practical resources for literacy and numeracy, fine and gross motor skill development).
- Specific access arrangements for SATs / assessment.

Pupils with EHCP are being encouraged pupils to participate in their learning by:

- Being involved in target setting and identifying teaching and learning strategies that work for them
- Being involved in review and evaluation and having their views recorded
- Incorporating their views about their education
- Encouraging independence in learning and decision making

Working with External Agencies It is likely that meeting the needs of children with special educational needs will involve working with or seeking advice from other agencies. It is important that everyone who is working with the child is aware of the importance of confidentiality and alongside this, the importance of sharing information to ensure that the child's needs are correctly identified and met. The child may have a lead professional who may be a member of school staff or from another agency.

Everyone in the school, both children and adults, are treated with respect and in a professional manner. This is an expectation that will be extended to staff from all other agencies. Issues arising from multi agency work should be addressed through the line managers if they are not able to be resolved within the setting.

If we feel a child has more complex needs, we will begin to draw on specialised assessments from a variety of other external agencies and professionals who are able to suggest further steps to support these children, with assessments kept under review.

In a small number of cases a child may need an Education, Health Care Plan. This is where, in order to fully meet the needs of the child, the school applies a multi-agency approach to assessing the need and to planning provision and resources. The school, the parents and their child will be involved in developing and producing the plan. Once the plan has been agreed, it will be kept as part of the child's formal record and reviewed annually by staff, parents and the child in 'Person Centred Reviews' in compliance with the Code of Practice (2014). This is to ensure that if the needs of the child change in any way, they are still being supported effectively.

Our support for our children is an ongoing process – ASSESS – PLAN – DO – REVIEW. This cycle enables us

to implement support that is effective and promotes progress for each child. We actively ensure parents, carers and, wherever possible, the children themselves are involved in our processes and remain fully informed of every step.

SUPPORTING CHILDREN AT SCHOOL WITH MEDICAL CONDITIONS

Here at Edinburgh, we recognise that pupils at school with medical needs are properly supported so that they have full access to the curriculum. This includes school trips and physical education. Children requiring medical attention during the school day have a Health Care Plan, the details of which are known to relevant class teachers, senior leaders and first aid representatives so that immediate care can be administered. These plans are reviewed at the beginning of each school year and as a child's needs change, we seek support from medical professionals. Parents must keep us fully informed of any changes.

ADMISSION ARRANGEMENTS

Since 2002 it has been unlawful for schools to discriminate against children with disabilities in their admission procedure. We follow the Waltham Forest admissions procedure:

<https://www.walthamforest.gov.uk/content/applying-primary-school-place>

We seek to work with all parents of all children to ensure that their admission to school is enjoyable and successful.

EVALUATING THE SUCCESS OF PROVISION

Following the abolition of National Curriculum levels in 2014, children's progress at Edinburgh Primary School is assessed against their year group targets. These are recorded every term. This allows us to track and analyse the progress of each child.

Children with SEND who are not able to meet their year group targets can work towards targets from a younger year group. In some cases, more personalised targets can be set up with the support of the Inclusion team. The SENDCo is in regular consultation with teachers, leaders and outside agencies to ensure that provision is reviewed and adapted where necessary.

TRANSITION

When a child transfers to our school, the SENDCo will try to contact the SENDCo from the originating school to discuss the needs of the child. When a child transfers from Edinburgh Primary School, the receiving school will be contacted and records will be passed on.

Children with EHC plans transferring to secondary school will have a review held during the summer term of year 5 to propose a secondary school for the child. In the summer term of year 6, staff from the named secondary school will be invited to attend the person-centred annual review and focus on transition arrangements into year

7. Extra orientation visits may be organized during this term.

Whether transition happens between classes, key stages or schools, we aim to assess a situation and, together with teachers, children and parents, plan and action a smooth and enjoyable move.

TRAINING

We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of children with SEND.

The SENDCo attends all relevant courses and borough meetings and facilitates / signposts relevant SEN focused external training opportunities for all staff.

WORKING WITH PARENTS

Our school places great emphasis on positive communication and liaison with parents and carers of children with SEND. We believe that working closely together is crucial to ensure:

- early identification of SEN and provision of effective support
- ongoing review of progress
- targets are set and met

Parents and carers are welcome to make appointments to speak to the SENDCo or other members of the Inclusion team at any time throughout the year if they need to discuss their child's needs.

SUPPORTING PUPILS AND FAMILIES

Waltham Forest SEN Local Offer:

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

COMPLAINTS PROCEDURE

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 in the first instance, followed by the SENDCO and then the headteacher.