



Edinburgh Primary School

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Date of Review:

November 2017

Approved by Governing Body:

29.11.17

Date of next Review:

Autumn 2018

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

DEFINITION OF SPECIAL EDUCATIONAL NEEDS OR DISABILITY (SEND)

According to section 20 of the Children and Families Act 2014:

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

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for others of the same age in mainstream schools.

Special Educational provision means that it is 'additional to or different from' the differentiated provision made for children of a similar age.

A child is not regarded as having SEND solely if their home language is not English.

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://directory.walthamforest.gov.uk/kb5/walthamforest/directory/advice.page?id=0VcRInJHhc>

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 at:

<http://www.edinburghprimary.co.uk/sen-information-report/4590466443>

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

RESPONSIBILITY FOR THE COORDINATION OF SEND PROVISION

Our Inclusion Leader is Bal Jheeta.

Our SENDCo is Stephanie Fujii

ARRANGEMENTS FOR COORDINATING SEN PROVISION

The SENDCo holds SEN records for individual pupils which are located in the SENDCo's office.

All staff can access:

- the Edinburgh Primary School SEND policy
- guidance on identification of SEND in the Code of Practice
- information on individual pupil's special educational needs, including pupil profiles, learning journeys, IEPs and provision maps as appropriate.
- practical advice, teaching strategies and information about types of special educational needs
- information available about Waltham Forest's SEND Local Offer

In this way, we can ensure that all staff have up to date information about their pupils with SEND so that they can effectively provide for their needs.

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.

FACILITIES FOR PUPILS WITH SEND.

The school complies with all relevant accessibility requirements as stipulated by the Government.

A GRADUATED APPROACH TO SEND SUPPORT

In the first instance, all teachers in our school are teachers of all children including those identified as having SEND.

Quality First Teaching is at the forefront of our provision for all children including those who have been identified as having SEND. Teachers plan challenging lessons and differentiate tasks so that all children can access the curriculum in every lesson. They constantly review their class profile to ensure children are achieving to the best of this ability.

Regular pupil progress meetings help teachers and leaders to identify and monitor children who may not be achieving their age related expectations.

If needed, within their year groups, teachers can identify basic needs that will be addressed by introducing targeted intervention groups which are delivered by their support staff. This is in addition to the lessons they attend.

If a teacher feels that a child in their class may have SEND, a referral can be made to our school's inclusion team who regularly meet to discuss each case. The inclusion team suggests and supports the implementation of further strategies to aid the progress of the child. Our aim of formally identifying a child with SEND helps us ensure that effective provision is put in place in order to remove barriers to learning.

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 four part 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 PUPILS AND FAMILIES

Waltham Forest Local Offer:

<https://directory.walthamforest.gov.uk/kb5/walthamforest/directory/localoffer.page?directorychannel=1-2>

The school SEN Information Report:

<http://www.edinburghprimary.co.uk/sen-information-report/4590466443>

Admissions Policy:

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

Transition:

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.

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.

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 on Optimum Track (O Track) which 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 SENCo 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. SEND records should be sent to our school. 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 organised during this term.

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

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 Head Teacher, Inclusion Manager or SENDCo who can advise on formal procedures for complaint.

<http://www.edinburghprimary.co.uk/key-policies/4590466426>

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.