



## **Edinburgh Primary School SEN Information Report**

**2018/2019**

### **Context:**

Edinburgh Primary School is a three form entry mainstream primary school ranging from Reception to Year 6.

We aim to provide an inclusive environment that welcomes and supports all children to secure their progress and participation throughout their primary school life.

### **1. How does the school know if pupils need extra help and what should I do if I think my child has special educational needs?**

On admittance, our school liaises closely with previous teachers, schools and Special Educational Needs & Disability Co-ordinators (SENDCo) to identify and plan for children's needs.

Our Inclusion Team liaises closely with class teachers and year leaders to observe children in their classroom environments.

Teachers can approach members of the Inclusion Team at any time to discuss concerns and strategies.

Our Inclusion Team works with a range of outside agencies to plan for and support children's needs.

Throughout the year, parents are able to discuss concerns about their child and seek advice from the Inclusion Team at any time by making an appointment.

### **2. How will school staff support my child?**

We use our assessment data which is regularly updated to track progress and attainment.

Children's achievements and needs are discussed through termly Pupil Progress Meetings with class teachers and senior leaders.

We implement a range of interventions led by school staff and outside specialists which target children's needs.

At the end of each year, information about children's needs is transferred to new teachers to ensure consistency in support.

All children work towards personalised targets aimed at supporting them in achieving whole school targets.

### **3. How will the curriculum be matched to meet my child's needs?**

All teachers plan their lessons ensuring that tasks are differentiated so that they meet the needs of all children in their class.

Where necessary, children will also work towards more personalised targets that support them in meeting their individual learning needs within the curriculum.

Support staff within year groups lead short, targeted sessions tailored to children's need

We work hard to ensure that children with Education, Health and Care plans (EHC) receive the support that is required within their plan.

### **4. How will I know how my child is doing?**

Parent teacher consultations are held termly in which parents can discuss their child's progress with the class teacher.

Mid term and end of year reports are given to parents informing them of progress and achievement.

Person centred annual review meetings for children with EHC plans are held annually.

Reports from outside agencies are shared with class teachers, parents and other adults working with a child.

Success is celebrated through weekly newsletters, assemblies, and achievement awards.

### **5. How will you help me to support my child's learning?**

The school have a variety of workshops planned across the year to support parents in their child's learning. Reading books are sent home every week and within their record books is guidance to help parents in asking focused questions and complete activities. Alternatively if you need specific support for your child, please speak to your child's teacher who will be able to guide you to the right person so that staff within school are able to assist with your query.

### **6. What is available to support my child's overall well-being?**

- a) Learning mentoring
- b) Multi agency specialist support – School Nurse, Educational Psychologist, Speech and Language Therapist, outreach specialists
- c) Lunchtime clubs
- d) Breakfast club
- e) After school clubs
- f) Trips
- g) Balanced curriculum
- h) Various TA (teaching assistant) led interventions
- i) Place2Be

## **7. What specialist services or expertise are available at or accessed by the school?**

- a. Speech and Language Therapist (SaLT)
- b. Educational Psychologist
- c. Whitefield's Outreach service
- d. External mentoring support
- e. Special external services e.g. FAS

## **8. What training have staff supporting pupils with SEN had or are receiving?**

- a. Training to support children who have speech and language needs.
- b. 1:1 where needed for specific needs.
- c. Small group support from Outreach services
- d. Some support staff have completed ELKAN training
- e. Deaf & Autistic Outreach Service advice & training (Whitefield School)
- f. Team Teach – positive behaviour support

## **9. How will my child be included in activities outside of the classroom?**

We offer various lunchtime and after school clubs run by support staff and volunteers to address a variety of needs. We make reasonable adjustments to ensure all children are included in these clubs.

Planning of outside learning opportunities, such as trips, include the undertaking of extensive risk assessments to take into account the needs of all children.

Many of our weekly lessons are planned where learning takes place outside the classroom. Specific activities are planned for children to meet their needs.

## **10. How accessible is the school?**

The design of the school allows for disabled access, including lifts and disabled toilets.

In classrooms, visual aids and timetables are clearly displayed.

There are visual aids and signs clearly displayed around the school.

## **11. How will the school support my child in starting school and moving on?**

The school and our Inclusion Team are involved in a variety of arrangements to ensure the smooth transition of children to and from different settings and from one class or key stage to another. These include:

- a. Visits and observations of nursery children with EHC plans in their nursery settings.
- b. Visits by parents and children to our school.
- c. The drawing up of transition plans for children with EHC plans based on individual needs.

- d. Meeting and spending time with their new teachers in our school or in their new schools.
- e. Home visits.
- f. Graduated integrations / adapted timetables.

**12. How are schools resources allocated and matched to pupil's special educational needs?**

We allocate our resources according to children's needs as they have been assessed by teachers, the Inclusion Team and, if necessary, outside specialists. These include speech and language, learning difficulties, social interaction, cognitive and emotional difficulties and mental health.

**13. How are decisions made about how much support my child will receive?**

This is decided through the use of assessment data and discussions with teachers and consultations with outside agency support. For children with EHC plans, this is decided according to provisions outlined in their plans. Where necessary, we also consult with our borough SEND Team regarding funding.

**14. How will I be involved in discussions about and planning for my child's education?**

Apart from attending parent teacher consultation meeting which are held each term, parents are able to meet their child's class teacher at any time by making an appointment. Similarly, parents can arrange to meet the school SENDCo/ Inclusion Manager at any time via an appointment. Parents of children who have an EHC plan will also have the opportunity to be involved through a person centred annual review meeting.

**15. Who can parents contact for further information?**

Parents can contact the school SENDCo / Inclusion Manager at any time. Appointments can be made through:

[school@edinburgh.waltham.sch.uk](mailto:school@edinburgh.waltham.sch.uk)

020 8509 6180

**16: How can I find information about the local borough's Local Offer of services and provision for children and young people with special educational needs and disability?**

Information is available at the following website:

[http://walthamforest.childrensservicedirectory.org.uk/kb5/walthamforest/fsd/local\\_offer.page](http://walthamforest.childrensservicedirectory.org.uk/kb5/walthamforest/fsd/local_offer.page)