



## SEN Policy & Information Report

### Ethos

At Edison our core purpose is to build on children's curiosity, knowledge, confidence, enthusiasm and all-round abilities towards independent learning. We endeavour to support each individual child in their journey to grow into active, responsible and successful young adults who are able to make the choices necessary to shape their own future. We are an inclusive, welcoming school where efforts are valued, ambition is nurtured and where the potential of every child is realised. Edison is a multi-faith school that celebrates the diversity of its community.

### School Aims

- Create a safe, secure, caring environment where differences are respected and celebrated.
- Remove barriers to learning so that all children can flourish in a culture of ambition and achievement
- Provide a relevant and meaningful curriculum that develops the whole child, excites imagination, fires curiosity, raise aspirations and widens horizons
- Enable children to communicate effectively and make a difference in the modern world
- Build a strong supportive partnership with our community based on trust, honesty and high expectations of all.

Aims and objectives of Edison Primary School in relation to SEN provision:

- To create an ethos and educational environment that is person-centred has the views, and needs of the child/young person at its heart along with their families/carers.
- To encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEN which will enable them to succeed in their education and make a successful transition into adulthood.
- To fully adopt the graduated approach to ensure that all pupils with special educational needs are identified early, assessed and catered for within the school/setting with high expectations for the best possible progress.
- To work within a 'person-centred approach' fostering and promoting effective collaboration with children/young people, parents/carers and outside agencies.
- To encourage and engage the participation of children and young people and parents in the decision making and the planning and review of outcomes with regard to their provision.
- To identify the roles and responsibilities of school staff and the SEN Governor in providing an appropriate education for pupils with special educational needs and/or disabilities.
- To be proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum and the wider school life and activities thus developing positive self-esteem with a long-term goal of independence and preparation for adulthood.
- To provide support, advice and training for all staff working with pupils with SEND to enable them to be increasingly able to adapt teaching to respond to the strengths and needs of all pupils;
- To ensure the named Special Educational Needs Co-ordinator (SENCO) understands the responsibility for the day-to-day operation of the SEND Policy. As well as the co-ordination of specific provision made to support individual pupils with SEND, including those who have Education and Health Care Plans (EHCPs).
- To provide a differentiated and broad curriculum for all children. The National Curriculum is our starting point for planning teaching which meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.

All staff and the Trustees of Edison Primary will work within the guidance outlined in the *SEND Code of practice 0-25* (July 2014)

### Legislation and guidance

Compliance

This policy complies with the statutory requirement laid out in the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- Equality Act 2010: advice for schools DfE February 2013;
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013;
- Safeguarding Policy;
- Accessibility Plan;
- Teachers' Standards 2012.

## **Roles and responsibilities**

### **The SENCO**

The SENCO is Harman Dev [senco@edisonprimary.org](mailto:senco@edisonprimary.org) and Mark Pitts [sendco@edisonprimary.org](mailto:sendco@edisonprimary.org)

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- working with the Head Teacher and Trustees to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- 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, using Provision Map
- 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
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Ensure the school keeps the records of all pupils with SEN up to date

### **Trustees and Head Teacher**

The Trustees will, in line with SEND Information Regulations, publish information on the school's website about the implementation of the school's policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

A member of the Board of Trustees is appointed to have specific oversight of the school's arrangements for SEND and to ensure that the full Board of Trustees is kept informed of how the school is meeting the statutory requirements.

The Headteacher, SENCO and Trustees will establish a clear picture of the resources that are available to the school and will consider the strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the Pupil Premium.

The Head Teacher will ensure that the SENCO has sufficient time and resources to carry out his/her functions. This will include providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.

**The SEN Governor will:**

- Support with SEN and share information at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

**The Headteacher**

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

**Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any Higher level teaching Assistants / Learning Support Assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Refer to individual pupil SEND provision plans to inform short and medium term planning.
- Implement specific targets and promote appropriate learning strategies aimed at enhancing learning.
- Ensure a consistent delivery of differentiated learning opportunities to enable pupils to improve and consolidate their skills. This will include adapting/modifying learning activities and resources to enable pupils to reach their learning goals/targets.
- Ensuring they follow this SEN policy
- For graduated approach and the four-part cycle, use Provision Map for reviewing and assessing plans as advised by the SENCo and/or Deputy Headteacher in the agreed timeframe.

**Higher level teaching Assistants / Learning Support Assistants**

- To support pupils with their learning under the direction of the class teacher and/or the SENCO, implementing strategies recommended by the teacher,
- SENCO or professionals from external agencies to develop the independence of the pupils with whom they work
- to provide feedback to the teacher and/or the SENCO on the progress of the pupils with whom they work to inform planning and review and

The DHT/SENCO is involved in providing advice in reviewing and assessing provision with the Year Group Leaders /Subject Leaders / Class Teacher and support staff.

**Children**

- Pupil participation is the goal for all children, and they will become progressively more involved in setting and evaluating targets within the SEN process.
- Children's views will be sought and recorded as part of the review meeting.

**Parents**

- All parents of children with special educational needs are treated as partners. Parents will be consulted about all action taken by the school. SEN Support Plans will be shared termly with parents and their views on progress will be recorded at review meetings.

### **Definitions of SEN and Disabilities.**

- The Code of Practice (2014) states that **a child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.** Special educational provision includes that which is **additional to, or different from the provision generally made for pupils of the same age.**

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

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

Children may have special educational needs either throughout or at any time during their school experiences. Edison Primary is committed to early identification of special educational needs.

- Speech, language and communication needs.
- Behavioural, emotional and social difficulties.
- Autistic spectrum conditions.
- Specific learning difficulties, such as dyslexia and Attention Deficit Hyperactivity Disorder (ADHD).
- Moderate learning difficulties.
- Profound and multiple learning difficulties.
- Multi-sensory impairment.

The Equality Act (2010) defines **disability** as:

A physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities. Examples of disabilities are sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

It is possible to be disabled and not have SEN, and vice-versa. It is also possible to be both disabled and have SEN.

These requirements are for students under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them. (SEND Code of Practice 2014)

Special educational needs may relate to one or more of the following areas of need:

#### **Communication and interaction:**

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children with Autistic Spectrum Disorders are likely to have particular difficulties with social interaction.

#### **Cognition and learning:**

Support may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and Specific learning difficulties (SpLD) including a range of conditions such as dyslexia, dyscalculia and dyspraxia.

#### **Social, emotional and mental health difficulties:**

Children may experience a wide range of social and emotional difficulties whereby they may become withdrawn or isolated, or display challenging, disruptive or disturbing behaviour. Some children may have disorders such as attention deficit hyperactive disorder.

#### **Sensory and/or physical needs:**

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their

learning. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

- The purpose of identification is to work out what action the school needs to take. The school identifies the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.
- The ability to identify SEN and adapt teaching in response to the diverse needs of pupils is a core requirement of the teachers' standards (2012), teachers are guided and supported in this by the SENCo and information is shared appropriately and frequently.
- Although the SENCo has, overall responsibility for supporting the identification of pupils with SEN in the school it is recognised that other members of the teaching and pastoral staff have a key role to play in this process. This is part of the collective responsibility and collaborative approach of the school.
- Early identification of pupils with SEN is a crucial factor in overcoming barriers to learning. The SENCo works closely with the school assessment coordinator to interrogate the school tracking data.

Methods of identification used at Edison Primary School to identify pupils' special educational needs. Such as:

- Observations.
- Information from the child.
- Close analysis of data including EYFSP, termly, yearly and end of key stage assessments, reading and spelling ages. Non-verbal assessments and annual pupil assessments, including specialised assessments carried out by members of the school's support services.
- Any teacher or support staff concerns.
- Following up parental/carers concerns.
- Tracking individual pupil progress over time.
- Liaison with feeder schools on transfer.

**What is not SEN but may impact on progress and attainment may include:**

- Disability
- Attendance and punctuality
- Health and welfare
- Children/young people in receipt of Pupil Premium Grant or Pupil Premium Plus.
- LAC
- Being a child/young person of servicemen/women
- EAL

## **SEN information report**

### **1.1 The kinds of SEN that are provided for**

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

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties

### **1.2 Identifying pupils with SEN and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

## The Graduated Approach

### Three waves of intervention

Our SEND provision is based on three types of intervention:

- Wave 1: High-Quality Teaching
- Wave 2: Small group targeted intervention
- Wave 3 interventions Individual targeted interventions

**Wave 1:** is inclusive High-Quality Teaching (HQT) for all pupils

The first response to inadequate progress is high quality teaching targeted at the child's areas of weakness. Most pupils will have their needs met through High-Quality Teaching. This may include appropriate differentiation of learning tasks, adaptations to the curriculum and learning environment, the provision of additional practical or visual resources, and time-limited interventions. We focus on early intervention to ensure 'gaps' are targeted and intervention is put in place at the earliest opportunity

- a) Learning opportunities are designed so that all pupils in the class can take part.
- b) In some lessons, pupils are grouped with others that are working on similar targets.
- c) Additional adult support may be used in a variety of ways: small groups, one to one support in or out of class, or to support the class teacher to plan for or work with a pupil or pupils with special needs.
- d) All teachers are provided with information on the needs of individual pupils so that they can plan the learning within the curriculum to ensure that all pupils are able to make progress.
- e) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- f) Once a pupil has been identified as *possibly* having SEN they will be closely monitored and assessed by staff to gauge their level of learning and possible difficulties.
- g) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- h) The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in the class.
- i) Through (b) and (d), it can be determined which level of provision the child will require.
- j) If a pupil has recently been removed from the SEN list they may also fall into this category, as continued monitoring will be necessary.
- k) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- l) The child is formally recorded by the school, as being under observation due to concern by parent or teacher but this does not place the child on the school's SEN register. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference. The child will be given targeted support within the class to ensure differentiation of provision is being undertaken.
- m) Pupil progress meetings are used to monitor and assess the progress being made by the child. The

frequency of these meetings is dependent on the individual child's needs and progress being made.

**Wave 2** is for those pupils who are working **just below age-related expectations**. It includes interventions which are designed to increase rates of progress in order to enable pupils to catch up or get them back on track to meet expectations. Wave 2 interventions should be available to any pupil, not just SEND pupils.

- Interventions are monitored closely for impact by the Senco and SLT they are modified when necessary.

**Wave 3:** is for those pupils who are working significantly below age-related expectations, many of whom will have identified learning difficulties: Where progress continues to be less than expected, the teacher will work with the SENCO to assess whether the child has SEND. The SENCO will gather information from the pupil, parents and class teacher. Discussions will be held with the pupil and their parents/carers in order to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.

An initial Cause for Concern form which includes evidence of strategies already tried will need to be completed and passed onto the SENCO. Usually a period of half a term needs to be completed for any short term intervention to be put in place. During this time the SENCO will complete any observations or additional assessments.

It aims to accelerate and maximise progress, addressing barriers to learning and minimising gaps in performance. Pupils at Wave 3 may have particular needs related specifically to Maths and English, or needs associated with other barriers to their learning. Provision at this level is likely, but not always, to involve specialist support.

### **1.3 Assessing and reviewing pupils' progress towards outcomes**

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

### **SEN Support**

Where it is determined, that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's school records. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning.

We will follow the graduated approach and the four-part cycle:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions, which are the most effective in supporting the pupil to achieve good progress and outcomes.

#### **Assess**

This involves analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services, will be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention are matched to need, that barriers to learning are identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and

agreement from parents. Parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress. It should not come as a surprise to a parent to learn that their child is being identified as having SEN.

#### **Plan**

Planning will involve consultation between the teacher, SENCO and parents to agree on the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

#### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class. They will work closely with Higher level teaching Assistants / Learning Support Assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and the SENCO will provide weaknesses, problem solving and advising of the implementation of effective support.

#### **Review**

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

#### **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process (referred to as an educational, health care plan (EHCP)) which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an EHCP will be taken at a progress review meeting.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A group of people will decide on education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the SEN Local Offer

[https://fsd.hounslow.gov.uk/synergyweb/local\\_offer/](https://fsd.hounslow.gov.uk/synergyweb/local_offer/)

#### **Education, Health and Care Plans (EHC Plan)**

- Following Statutory Assessment, Special Educational Needs Assessment and Review will provide an EHC Plan, if it is decided that the child's needs are not being met by the ordinarily available support. The school and the child's parents will be involved in developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil.

#### **Annual Reviews**



The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support. At Edison, we use this time to bring together all the professionals involved, to consider the progress the pupil has made over the previous 12 months and whether any amendments need to be made to the description of the pupil's needs or the provision in the statement/EHCP. The child's view is taken into account before the meeting. A review meeting might recommend amendments to the statement if:

- Significant new evidence has emerged which is not recorded on the statement.
- Significant needs recorded on the statement are no longer present.
- The provision should be amended to meet the child's changing needs and the targets specified at the review meeting.
- The child should change schools, either at the point of transfer between phases or when a child's needs would be appropriately met in a different setting.

During the annual review, we record the views of any people involved with the child. The evidence received, and comments on the evidence, together with an account of the review meeting form the basis of the report.

How Edison Primary School manages the needs of pupils who qualify for SEN support

In many cases, the pupil's needs are effectively met within the school. The way this is done is outlined in the School's Local Offer, which is in section 1.18 in this policy.

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress despite *High-Quality Teaching* they are discussed with the SENCO and a plan of action is agreed.
- Where a pupil continues to make less than expected progress despite evidence-based support matched with interventions (targeted support) addressing areas of need it may be necessary to involve specialists in the school or from outside agencies (specialist support). Parents will always be informed and involved in the decision to procure the advice of a specialist and their consent will be required formally by agencies. (Except in child protection cases where a child is deemed to be at risk.)
- An ILP/ SEN Support Plan is drawn up and appropriate targets set. The plan is reviewed termly. It records specific and challenging targets for the child to achieve in a term, together with the personalised provision (which may be 1:1 or in a small group) put in place to enable the child to achieve these targets. The responsibility for maintaining/updating SEN Support Plan is that of the SENCO; however, the class teacher, teaching assistant, or specialist-teaching assistant assigned to undertake the specified intervention uses them daily. Targets for children at SEN Support are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher - who monitors progress towards the targets during the intervention - and by the SENCO who monitors overall progress after the intervention.
- Where assessment indicates that support from specialist services is required, the school strives to ensure that the pupil receives this as quickly as possible. The Local Offer sets out clearly what support is available and how it can be accessed. Support Services used in Edison Primary School include for example Educational Psychology, CAMHS (Child and Adolescent Mental Health Service), Speech and Language Therapy Services, Occupational Therapy to name a few. Accountability for the quality of provision is that of external agencies is undertaken by the SENCO who jointly agrees on the funding of such provision with SLT. The SEN Governor ensures that the school meets its responsibility for all children who have SEN.
- Hearing and/or vision checks may be sought to discount any unidentified problems.

### **Conducting SEN Review Meeting**

SEN review meetings are held on a termly basis. Parents are invited to attend the meeting. At the review meeting, the pupil's progress towards meeting the targets set are discussed and new targets identified. The meeting should consider the following questions:

- What are the pupil's current levels of attainment relating to ILP/SEN Support Plan targets?
- What progress has the pupil made towards meeting the overall objectives set out in the SEN Support Plan, Statement or EHCP?
- What are the parents/carers' views of the pupil's progress?
- What are the pupil's views of their progress?
- Is the current provision appropriate to the pupil's needs?

- What targets should be set?
- Have there been any significant changes to the pupil's circumstances?
- Have there been any significant changes in the pupil's special educational needs and therefore do they need to move within the graduated stage?
- How will the pupil's progress be assessed?
- Are there any particular strategies that have led to an improvement?
- Are there any particular requirements to promote inclusion?
- What are the pupil's current levels of attainment in literacy and numeracy?
- What progress has the pupil made over the past year, especially in relation to each SEN target?
- Are any amendments to the statement/EHCP necessary?
- If a parent/carer is unable to attend the review, how and when will the outcome of the meeting be conveyed to them?

A decision is made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class. The SENCO monitors interventions to identify 'what works'. Where it is evidenced and deemed that a pupil has made significant progress, enough to close the attainment gap between the child and their peers, in line with age-appropriate expectations, the child will be removed from the SEN register.

#### **1.4 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 take into account the parents' concerns
- 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 record and given to their parents.

We will notify parents when it is decided that a pupil will receive SEN support.

#### **1.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We acknowledge that 'moving on' can be difficult for a child with SEND and we will take steps to ensure that any transition is as smooth as possible.

If your child is joining the school:

- Pupils joining us in September in Early Years will be visited in their setting by the Early Years Lead. The SLT/Senco will visit where appropriate.
- Early Years pupils joining us in September will visit the School with their parent(s) prior to starting, spending time in their new classroom.
- For pupils joining the school during the school year the SLT hold induction/ tours when needed. Parents are actively involved with this.
- We will also collect information on your child's needs from their previous school to help us plan the support which might be needed.
- Depending on the needs of the individual pupil the Senco will offer parents visits, observations, transition support and advice as appropriate.
- We will also support children to make a successful transition with activities and they will meet their new Class Teacher in the summer term where possible.

#### **1.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

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

We will also provide the following interventions:

- Speech and Language
- Maths support
- Literacy support
- Phonics and KS1 Reading
- Toe to Toe Reading programme
- Colourful Semantics

- Lego Therapy
- Social Skills
- Transition Groups
- Occupational Therapy – Fine and Gross Motor Skills, P.E support
- Handwriting

Agencies that work with the school to provide specific strategies support and interventions:

- Educational psychologists
- Child and Adolescent Mental Health Services(CAMHS)
- Education Inclusion Service specialist teachers
- Specialist teachers for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability
- Speech and language therapists
- Occupational therapists a
- Health and Safety teams
- Autism Outreach Service
- Play Therapy Children's Christian Society

In some cases there is a charge for accessing specialist agency support, funding for which will come from the school's SEND budget. The use of such will be monitored by the SENCO and Headteacher.

Where pupils are made subject to an Educational Health Care Plan (EHCP), school will work in close partnership with any specialist agencies as named on the plan to provide support and specialist advice.

### **1.7 Adaptations to the curriculum and learning environment**

At Edison Primary we strive to be a fully inclusive school where we meet the needs of all pupils through a creative, engaging, immersive and relevant curriculum with regard to the National Curriculum guidelines. Our focus on being safe, hardworking and respectful is interwoven through our curriculum and school life.

All pupils have access to Inclusive *High-Quality Teaching* (HQT) through a broad, balanced and immersive curriculum, which is appropriately differentiated to meet individual learner needs.

This is achieved through:

- Highly skilled, creative teachers and well-trained support staff who are dedicated to your child's academic, personal and social potential
- Appropriate learning challenges, incorporating the National Curriculum guidelines
- Support through Kagan Cooperative Learning in a heterogeneous setting
- Differentiated learning challenges through:
- Extending or reducing challenges
- Varying the amount of adult or peer support given to complete the challenge
- The way a learning challenge is delivered, completed and achieved. E.g. visually (looking), practically (doing), orally (speaking), aurally (listening).
- Different resources to complete learning challenges
- Different outcome of the challenge
- Multi-sensory approach to learning challenges
- Visual aids to support attention and listening skills, classroom organisation and language and concept development
- Reward charts
- Modelled language through repetition, emphasis and expansion
- More thinking time
- Writing slope boards, pencil grips and coloured overlays for reading
- Appropriate seating position in mixed attainment levels
- Talk partners & Peer support
- Early identification of needs through a graduated approach to teaching and learning
- Effective Accessibility, Anti-bullying, Behaviour, Equalities, SEND & Inclusion, Teaching & Learning and Safeguarding policies.

If your child requires additional provision as a result of a special educational need, then the class teacher will meet with you to discuss the SEN Support your child will receive, following our Graduated Approach cycle.

If your child has complex needs and/or a high level of need, then advice and support will be sought from other professionals such as; speech and language therapists (SLTs), doctors, pediatricians, educational psychologists (EPs), occupational therapists (OTs), social workers or the school nurse. If your child has an EHC (Education, Health and Care) plan, then appropriate provision will be made in line with the specified outcomes identified in the plan.

Pupils with an EHC plan will have an Annual Review, in addition to the school's regular reviews. A person-centred approach to the review will be used to work collaboratively with you and other professionals to discuss your child's strengths, progress, SEN Support and to set new targets in line with the outcomes.

### **1.8 Additional support for learning**

We have 4 HLTAs and 4 Learning Support assistants who are trained to deliver interventions such; Read Write Inc, Speech and language, Toe by Toe reading, Reading, Writing interventions and Pixl Therapies.

Higher level teaching Assistants / Learning Support Assistants will support pupils on a 1:1 basis when required.

Higher level teaching Assistants / Learning Support Assistants will support pupils in small groups when required.

Agencies that work with the school to provide specific strategies support and interventions:

- Educational psychologists
- Child and Adolescent Mental Health Services(CAMHS)
- Education Inclusion Service specialist teachers
- Specialist teachers for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability
- Speech and language therapists
- Occupational therapists a
- Health and Safety teams
- Autism Outreach Service

### **1.9 Expertise and training of staff**

Our staff are well-informed and well-trained to support many areas of needs within the 4 areas of SEND. Training and Career Professional Development is a priority at Edison Primary Training is either provided as a whole school or for key staff members.

Training has included:

- Speech, Language and Communication Needs
- Read Write Inc
- Mental Well being
- Safeguarding, including Safeguarding & SEND
- Positive Behaviour Management
- ASD
- Medical – e.g. defibrillator, epi Pens, epilepsy and asthma
- Kagan Cooperative Learning
- Provision Map training
- I CAN CONSTABLE Talk Boost
- Occupational Therapy
- Shape Coding

Training needs of staff are identified through the school's self-evaluation process.

All teachers and support staff undertake an induction process on taking up a post and this includes a meeting with the SLT/SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

We ensure that additional training is provided wherever necessary, so all staff are well-equipped to remove barriers to learning. The school's SENCO offers optional, informal training and advice throughout the school year to all staff, who

The SENCO will regularly attend SENCO network meetings in order to keep up to date with local and national updates in SEND.

### **1.10 Securing equipment and facilities**

Allocation of Resources

The whole school has made a clear commitment to developing the educational provision it makes in order to meet the needs of the children. Resources are allocated from the school's delegated budget, according to the priorities indicated in the School Development Plan and individual EHCPs/ ILPs.

Where individual children need specific resources that are identified within Section F of their EHCP, the arrangements for the provision of this is agreed with the LA prior to the child starting at our school.

### **1.11 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 after 10 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

### **1.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

All students, regardless of disability, go through the normal admission procedures. The school will respond, wherever possible, with reasonable adjustments to meet special requirements for students with disabilities, including the provision of equipment, materials and facilities. As with other pupils, we would complete home visits and visits to any previous educational setting, as well as inviting the child into school, with their parent/carer so that we could work together with the family to best support the child.

Our curriculum, assemblies and work with the wider community are all used as a means to encourage staff, pupils and parents to respond positively to the diversity and richness that persons with disabilities bring to our school community.

Please see our accessibility plan and Schools Admissions policy on the school website

### **1.13 Support for improving emotional and social development**

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum using the Jigsaw Scheme to support this development. However, for those children who find aspects of this difficult we offer:

- Social awareness games and activities
- Lunch time and play time support / play partners
- Lego therapy sessions
- Social skills sessions
- Play Therapy
- Buddy system
- Individualised programmes of work including activities to complete at home
- Access external agencies and professionals and follow their advice
- Staff trained in how to support pupils' mental health
- Social skills, classbuilding and teambuilding through Kagan Cooperative Learning
- Mental Health awareness training by 'Perform for Schools'
- Mental Health week assembly

The school benefits from a Behaviour Policy with clear routines and systems for building positive relationships for all pupils and staff alike. In each class the exact same rules are applied to be ready, respectful and safe. In respect of Anti Bullying, there is a policy in place that has been drawn up with staff and pupils and is accessible to Parents. As part of the curriculum, the school plans activities during Friendship Week (Anti Bullying) and each year sets out to core principles regarding positive and inappropriate behaviours and bullying.

Any pupils with additional medical needs are well catered for at Edison Primary School. All medical requirements are requested from parents prior to admission and these are added to the school medical needs folder. All medicines are kept in individual sealed bags cupboard that are accessible to appropriate members of staff. For those pupils needing medicine regularly, we complete an individual health care plan which is reviewed annually.

There are various opportunities for pupils to have a voice on decision making in the school. The school has a proactive school council that meet regularly. SLT carry out pupil voice questionnaires in Spring. Prior to SEND review meetings, pupils have the opportunity to share their views.

### **1.14 Working with other agencies**

**The school has links with these local services.**

**\*These services are subject to the Local Offer provided by the Local Authority**

Education Psychology Service(EPS)	When/where necessary we will buy block packages into the EPS and have an Education Psychologist assigned, who will advise/ support the school.  They will work with pupils who have more significant and complex needs. They also provide staff with advice on teaching strategies, resources, and training for individuals/whole school.
Speech and Language Therapy Service (SaLT)	SaLTs work with pupils who have specific speech or language needs. Referrals are made by the GP or school. The services provide the school with advice on work that can be carried out in school as well as providing specific programmes in clinic.
Child and Adolescent Mental Health Services (CAMHS)	CAMHS support pupils with specific mental health issues e.g. anxiety/ depression. Referral can be made by the G.P, School or Education Psychologist.
Physical Disabilities Support Service (PDSS)	Provide advice and support for staff working with individual children with physical needs. Referral can be made by G.P and school
Health professionals	Provide advice and support for staff working with individual children with health needs. School Nursing Team School Medical Service School Immunisation Service Occupational therapist Physiotherapist Child Development Centre

**1.15 Complaints about SEN provision**

We urge parents/carers with any concerns regarding the SEND policy or the provision made for their child at Edison Primary to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENCO. If parents/carers feel their child's needs are still not being met they should make an appointment to see the head teacher, Mrs Dokal.

If concerns are still unresolved parents may wish to contact the local borough, or engage with the School complaints procedures

**1.16 Contact details of support services for parents of pupils with SEN**

Edison Primary School	Senco <a href="mailto:senco@edisonprimary.org">senco@edisonprimary.org</a>  And/Or <a href="mailto:sendco@edisonprimary.org">sendco@edisonprimary.org</a>
<p>There are support groups for parents and carers in Hounslow and also national helplines for many special educational needs. If you are looking for advice and support, other organisations that can be helpful can be found at:</p> <p>Social Care: as well as general enquiries, Hounslow Social Care has a team that works with children with disabilities. Here are the contact details:</p> <p>Social Care team for children with disabilities 020 8583 3177</p> <p>Children's Services 020 8583 3200/ 3400 Option1</p> <p>Email (both teams) <a href="mailto:childrensocialcare@hounslow.gov.uk">childrensocialcare@hounslow.gov.uk</a></p> <p>Details of London Borough Hounslow's Local Offer can be found here: <a href="https://fsd.hounslow.gov.uk/synergyweb/local_offer/">https://fsd.hounslow.gov.uk/synergyweb/local_offer/</a></p> <p>Hounslow Early Intervention Team specialist teachers can be contacted through school after completing an Early Help Hounslow form.</p> <p>Information regarding this process can be found here:</p> <p>The Early Help Hounslow team can also be contacted on 020 8583 6600 or <a href="mailto:earlyhelp@hounslow.gov.uk">earlyhelp@hounslow.gov.uk</a></p> <p>Enquiries can be made via the school or Early Help Hounslow using the contact details above.</p> <p>If you are unsure who would be the most appropriate source of advice or support, please contact a the Senco and</p>	

we will be happy to discuss your needs further to identify who to contact	
Other Agencies and voluntary organisations	<p>Health Services that offer advice and support can be accessed in a number of ways.</p> <p>You may wish to contact your GP in the first instance.</p> <p>Occupational Therapy Services can be contacted on 020 8630 3195</p> <p>Speech and Language Therapy Services can be contacted on 020 8630 3364</p> <p>Child Adolescent Mental Health Services (CAMHS) can be contacted on 020 8630 3237</p> <p><a href="https://www.westlondon.nhs.uk/services/gp-information/cahms-referral-advice/hounslow-cahms/">https://www.westlondon.nhs.uk/services/gp-information/cahms-referral-advice/hounslow-cahms/</a></p> <p>All three services are based at Heart of Hounslow Health Centre, 92 Bath Road, Hounslow, TW3 3EL.</p> <p>If you would like help to find support and advice, please speak to the school Senco.</p>

**1.17 The local authority local offer**

Edison Local Offer

At Edison, we offer a variety of different interventions in order to support our SEND children. Interventions take place throughout the school week and are headed by our trained and skilled HLTAs / LSAs:

- Speech and Language
- Maths support
- Literacy support
- Phonics and KS1 Reading
- Toe to Toe Reading programme
- Colourful Semantics
- Lego Therapy
- Social Skills
- Transition Groups
- Occupational Therapy – Fine and Gross Motor Skills, P.E support
- Handwriting
- Play Therapy

Our local authority’s local offer is published here: [https://fsd.hounslow.gov.uk/synergyweb/local\\_offer/](https://fsd.hounslow.gov.uk/synergyweb/local_offer/)

**Monitoring arrangements**

This policy and information report will be reviewed by Headteacher / Senco every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

<b>Approved by:</b>	Savi Rai	<b>Date:</b> March 2023
<b>Last reviewed on:</b>	March 2022	
<b>Next review due by:</b>	March 2024	

**Links with other policies and documents**

This policy links to our policies on [delete those that aren’t relevant and add others specific to your school]:

- Accessibility Plan
- Behaviour Blue Print /Anti-Bullying Policy
- Safeguarding Policy
- Confidentiality Policy Equality
- Policy Accessibility Plan
- Data Protection Policy
- Health and Safety Policy
- Supporting Pupils with Medical Conditions Policy
- School Complaints Policy and Procedure



## Appendix 1

### Edison Primary School Referral Form

#### Cause for concern

<b>Pupil's name (PLEASE PRINT)</b>	
<b>Year Group and Class</b>	
<b>Date of Referral</b>	
<b>First Language</b>	
<b>Level of English – if not Mother Tongue</b>	
<b>Name of Referring Teacher(s) or Teaching Assistant</b>	
<b>Signature of Referring Teacher(s) or Teaching Assistant*</b>	Date
<b>Name and Signature of Class Teacher</b>	Date

**Areas of Concern of Referring Teacher/ Teaching Assistant – to be completed by initial referring teacher\***

Main Areas of concern (please tick)	
<b>Communication and Interaction</b>	
<b>Cognition and Learning</b>	
<b>Social Emotional and Mental Health Difficulties</b>	
<b>Sensory and / or physical needs</b>	

Tick appropriate area/s		
Academic	Behaviour	Health/Physical
<input type="checkbox"/> Listening Comprehension	<input type="checkbox"/> Independent Activities	<input type="checkbox"/> Hearing
<input type="checkbox"/> Written Expression	<input type="checkbox"/> Group Activities	<input type="checkbox"/> Vision
<input type="checkbox"/> Basic Reading Skills	<input type="checkbox"/> Non-compliance	<input type="checkbox"/> Fine motor
<input type="checkbox"/> Reading Comprehension	<input type="checkbox"/> Motivation	<input type="checkbox"/> Gross motor
<input type="checkbox"/> Math Calculations	<input type="checkbox"/> Attention Span	
<input type="checkbox"/> Math Reasoning	<input type="checkbox"/> Self-help skills	
<input type="checkbox"/> Homework Completion	<input type="checkbox"/> Peer relationships	
<input type="checkbox"/> Memory	<input type="checkbox"/> Teacher relationships	
<input type="checkbox"/> Organisation	<input type="checkbox"/> Home relationships	
<input type="checkbox"/> Understanding instructions	<input type="checkbox"/> Apathy/Lethargy	
	<input type="checkbox"/> Passive/Shy	
<b>Communication</b>	<input type="checkbox"/> Withdrawn	
<input type="checkbox"/> Articulation/ Voice	<input type="checkbox"/> Unresponsive to others	
<input type="checkbox"/> Fluency	<input type="checkbox"/> Overactive/ Disruptive	
<input type="checkbox"/> Sentence structure/ Vocabulary	<input type="checkbox"/> Orally or physically aggressive	
<input type="checkbox"/> Expressive language	<input type="checkbox"/> Mood Swings	



Describe how the pupil presents and the difficulties they are having accessing the curriculum:

How long have you had these concerns?

Any other information about the pupil that may be impacting on the pupil's progress: Home life, attendance, lateness, speaking and listening or interacting with others.

What methods have been used to try to improve the student's performance (differentiation, in class Intervention, personalised learning approach) and what effect if any have they had:

Details of additional teaching strategies used to support the student	Outcomes of additional strategies

Have the parents been notified of any concerns (when and how?)

What are the parents and pupils perspective?
Details of contact or any conversations you have held with the parents or external agency
Student Strengths:

Please PROVIDE TWO WORK SAMPLES: 1 SAMPLE OF BEST WORK/1 UNDERPERFORMING SAMPLE and Tests and data information.

**Continue an additional sheets if space above is not adequate**

Meeting held between Deputy Head Teacher and SENCO (and other staff as necessary) to review evidence and Notes of meeting appended	Date:
Deputy Head Teacher and SENCO signature Referral to be actioned Yes/No*	Date:
SENCO Signature	Date:
Referral to be actioned Yes/No*	
Placement onto SEN List? Yes/ No	
Agreed Action, for example Observation in class or playground, further modifications to teaching approaches, Further assessment required, Targeted SEN Support provision, External agency, Who else to share pupil's strengths and needs with?	

\*Where there is disagreement, refer to the Head Teacher