

Downsell
PRIMARY SCHOOL



Learning Today, Leading Tomorrow

SEND Policy

Date approved:	6 th July 2026
Next review:	Autumn Term 2027



1. Mission Statement and Philosophy

'Learning Today, Leading Tomorrow'

At Downsell Primary School we believe that every child matters and children succeed when they are secure, confident and interested in what they are doing. The values of our school reflect our backgrounds, cultures and the wider society in which we live. The principles of equality and diversity are central to our practice and aim of creating successful lifelong learners.

We place a strong emphasis on developing the social and emotional aspects of learning in order to ensure a safe environment centered round the needs of our children, where they feel valued, where they can share their successes and failures without fear.

We promote cohesion both within and between the communities of our school, building strong ties and working closely with health and social services as well as other key partners to achieve positive lasting health and wellbeing behaviour changes in our children and families.

Through a broad and balanced curriculum, we provide interesting, motivating learning experiences which reflect our values and meet the needs of our children. We maintain a clear focus on the development of literacy and numeracy skills necessary to contribute to, and where necessary lead in the development of our society; learners who are able to solve problems creatively and treat others with respect.

Learners who have a strong ethical code are able to synthesise information from different sources and who are disciplined in their behaviour and thinking.

2. Aims

We aim to provide every child with access to a broad and balanced education. This includes the Primary Curriculum in line with Special Educational Needs and Disabilities Code of Practice.

3. Objectives:

Staff members seek to:

- identify the needs of SEND as early as possible. This is most effectively done by gathering information from parents/carers, education, health and care services and early year's settings prior to a child's entry into the school.
- monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure their full potential is reached.
- make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the Primary Curriculum. This will be managed by the Inclusion Manager and overseen by the Headteacher/Senior Leadership Team and Governing Body. It will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and pupil's needs are catered for.
- work with parents/carers to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.

- work with and support of outside agencies when the pupil's needs cannot be met by school alone. Some of these services include: Educational Psychology Service, Speech and language Therapy, Children and Adult Mental Health (CAHMS) etc.
- create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their own needs and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through the School Council, day and residential visits, school assemblies, support groups, play leaders etc.

4. Responsibility for Co-ordinating SEND provision

- The person responsible for overseeing the provision of education for pupils with SEND is **Mr D. Chetty**
- The person co-ordinating the day-to-day provision of education needs is **Mr D. Chetty**

5. Arrangements for Co-ordinating SEND provision

The Headteacher holds details of all SEND records for individual pupils. All staff can access:

- The school's SEND policy
- A copy of the full SEND register
- Guidance of identification of SEND in the Code of Practice
- Information on individual pupil's special educational needs, including pupil profiles, targets set and copies of their provision map
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information through the Waltham Forest SEND Local Offer

In this way, every staff member will have complete and up-to-date data about all pupils with special educational needs and their requirements thereby enabling them to provide for those individual needs.

6. Admission Arrangements

See information contained in the School Prospectus.

The Admission Arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010; Section 69 of the Children and Families Act 2014 (<https://www.legislation.gov.uk/ukpga/2014/6/section/69>). This includes children with any level of SEN or Disability, those with Education, Health and Care Plans or those without.

See also the Governing Body's Accessibility Plan

7. Specialist SEND provision

The Governing Body is committed to '*whole-school*' inclusion. The school supports children with a range of special educational needs. Specialist SEND provision and training is sought from SEN Services where

necessary, e.g. SEND success (www.sendsuccess.org.uk), from Joseph Clarke or Whitefield's Outreach Service.

8. Facilities for pupils with SEND

The school complies with all relevant accessibility requirements; see the Governing Body's Accessibility Plan for more details.

9. Allocation of resources for pupils with SEND

The Headteacher and Governing Body monitor the provisions for the needs of pupils with SEND.

The aim is that all children on the SEND register receive support from a teaching assistant, special needs assistant, learning mentor, teacher, inclusion manager or an external agency.

Resources are allocated according to need and include concrete resources and ancillary help.

The children are supported within the classroom and sometimes they are withdrawn as the need arises.

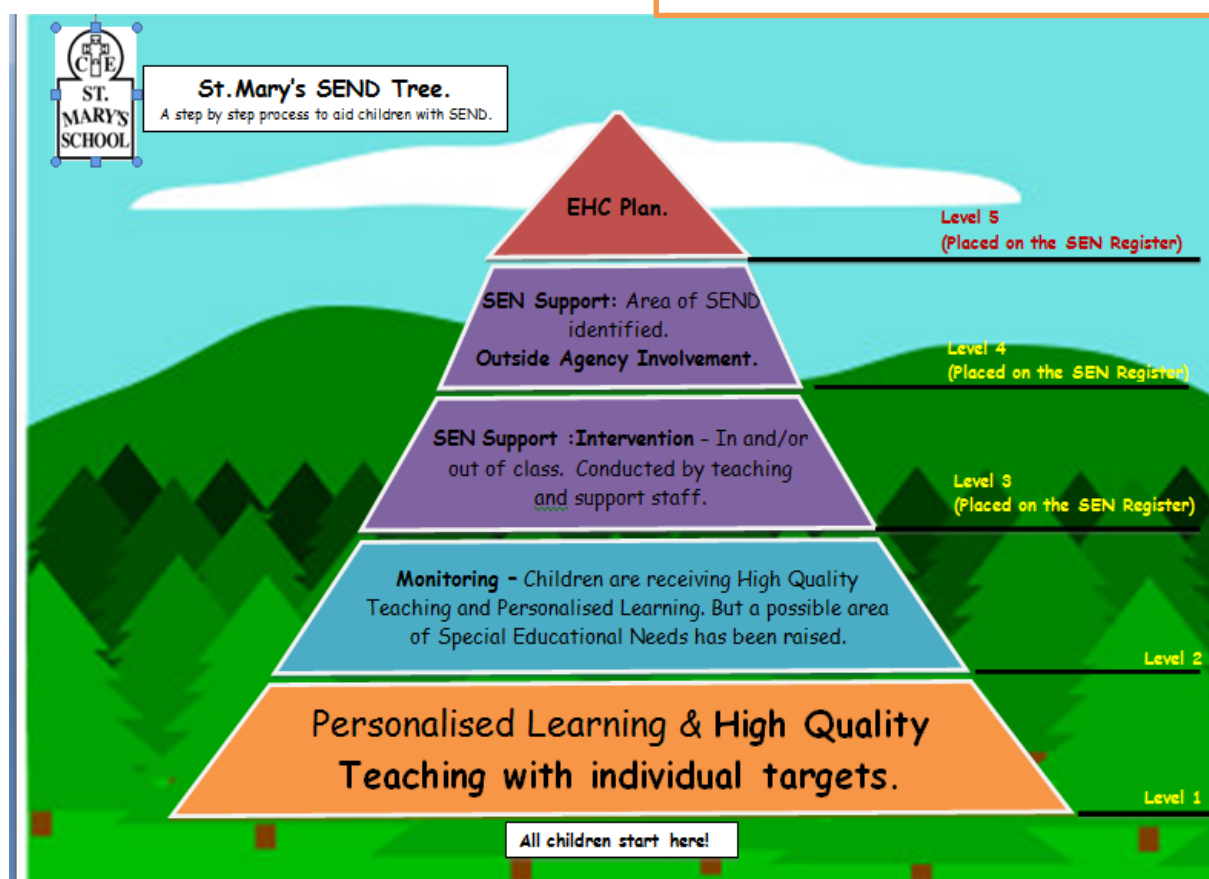
The allocation of these resources are provisioned from the SEND budget and where needed also from the school budget. The school has a continuing commitment to purchase appropriate resources for pupils with SEND.

Special Needs' support in school is flexible and responsive to the needs of individual children.

10. Identification of pupils needs

Identification of SEND at the school

Downsell Primary School SEND Support



Level 1 - Quality First Teaching

Is a whole class teaching approach that delivers high quality teaching with personalised targets for every child in the classroom.

Level 2 - Monitoring

Children are receiving High quality teaching and personalised learning. But a possible area of Specialised Needs has been raised.

Level 3 - SEND Support

With interventions such as Speech and Language Therapy. These sessions will either take place in or out of the class by specialist/ SENDCo or Teaching Assistants training in the delivered intervention.

Level 4 - Outside agencies that are involved e.g. Educational Psychologists and Early Help

Level 5 – Children with an EHCP are given the specialised support that they need.

In a very small number of cases (approximately 3% nationally) the LA will need to carry out a statutory assessment of special educational needs and then consider whether or not to issue a EHC plan. An EHC plan is a thorough analysis of the child's needs accompanied by strategies to support the child's progress.

All staff who work with the child will be involved in the gathering of information for statutory assessments. Details about the assessment process can be found in the SEN Code of Practice. EHC plans will be reviewed annually in (PCR) Person Centred Reviews.

11. Quality First Teaching

- (a) 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
- (b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- (c) 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.
- (d) The Inclusion Manager will be consulted as needed for support and advice and may wish to observe the pupil in class.
- (e) Through (b and d as above) it can be determined which level of provision the child will need going forward
- (f) If a pupil has recently been removed from the SEND register they may also fall into this category as monitoring will be necessary.
- (g) Parents/carers 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.
- (h) The child is recorded by the school as being under observation due to concern by the parents/carers or by teacher but this does not automatically place the child on the SEND register. Any concerns will be discussed with parents informally or at parent/carer evenings.
- (i) Parents/Carer's evenings are used to discuss the progress being made by the children.

12. SEND Support

Where it is determined that a pupil does have SEND, parents/carers will be advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help

school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process (The Graduated Approach):

- 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.

13. Assessment

This involves clearly 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/carers. Pupil progress meetings will be held where all pupils are discussed regularly. The pupil's views and, where relevant, advice from external support services will also be considered. Any parents'/carers' 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 is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents/carers.

14. Plan

Planning will involve consultation between the teacher, the Inclusion manager and parents to agree 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. Parents/Carers 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 being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

15. 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 classroom. They will work closely with teaching assistants 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 weaknesses, problem solving and advising of the implementation of effective support will be provided by the Inclusion Manager.

16. Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of support and interventions. It will also take into account of the views of the pupil and, where necessary, the parents/carers. The class teacher, in conjunction with the Inclusion Manager will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward in consultation with parents/carers and the pupil.

17. Referral for an Education, Health Care (EHC) Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment process which is usually requested by the school but can be requested by a parent/carer. This will occur where the complexity of need or a lack of clarity around 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 Education, Health and Care Plan (EHCP) will be taken at a progress review. The evidence will be taken from a variety of sources including:

- Parents/Carers
- Teachers
- Social Care
- Health Professionals

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

18. Education, Health and Care (EHC) Plan

- (a) Following a Statutory Assessment, an EHC Plan will be provided by the LA, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents/carers will be involved developing and producing the plan.
- (b) Parents/carers 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.
- (c) 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/carers and the pupil. 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.

19. SEND Local Offer

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

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

or speaking to the Education, Health and Care Plan Coordinator (Ruth Edmands) **Tel:** 020 8496 6511

or alternatively contacting Parent Partnership Services at: <https://www.walthamforest.gov.uk/families-young-people-and-children/parenting-and-family-support>

earlyhelp parenting@walthamforest.gov.uk **Tel:** 020 8496 2442

Waltham Forest Parents Forum: <https://www.walthamforestparentforum.com/>

Tel: 07528 433640 or 07794 298496

20. Access to the curriculum, information and associated services

There is a lift at the centre of the school for the use of anyone with a disability.

There is also a disabled ramp at the far end of the school (Nursery entrance) and disabled toilets both inside the school and in the playground. All doors in the school are accessible for wheelchairs.

There are disabled parking bays for use of parents or staff members displaying a disabled parking permit.

'The whole school is committed to a policy of *'Inclusive Education.'*

21. Curriculum

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the Inclusion manager will consult with the child's parents /carer's for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and from external sources. Staff members are kept up to date with teaching methods and articles relating to SEND which will aid the progress of all pupils including those with SEND.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate targets that motivate pupils to do their best, and celebrating achievements at all levels.

22. Inclusion of pupils with SEND

The Headteacher oversees the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside of the classroom.

The school will seek advice, as appropriate, around individual pupils, from half-termly pupil progress meetings and external agencies.

Advice will be sought from learning mentors and the Social Inclusion Support Team for children who have behavioural concerns. Where a behavioural incident warrants exclusion, schools have a duty to inform this service and where appropriate refer to the Fair Access Panel.

23. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents/carers and pupils throughout the year. This is done in the form of an annual parents/carers and pupil questionnaire, discussion and/or meeting.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

SEND provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the Inclusion manager. These reflect information passed on by the Inclusion Manager or relevant staff. These interventions are monitored and evaluated termly by the Inclusion Manager and information is fed back to staff, parents and governors as and when is necessary. This helps to identify provision is effective.

24. 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 by them to speak to the Headteacher or Inclusion Manager, who will be able to give advice on formal procedures for complaint.

25. In Service Training (INSET) (otherwise known as Continuous Professional Development (CPD))

The school aims to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The Inclusion Manager attends relevant SEND courses, SENCO Forums and facilitates/signposts relevant SEND focused external training opportunities for all staff.

The need to train all of staff on SEND issues is recognized; the Governing Body has made funding available to support this professional development. The Inclusion Manager, in collaboration with the SLT, ensures that training opportunities are matched to the School Development Plan (SDP) priorities and those identified through the use of provision management (see Section 11)

26. Links to support services

The school continues to build strong working relationships and links with external agencies in order to provide full support to SEND pupils and aid inclusion.

Sharing knowledge and information with support services is the key to effective send provision within our school. Any one of the support agencies may raise a concern about a pupil. This will then be brought to the attention of the Inclusion manager who will then inform the child's parents/carers.

27. Working partnership with parents/carers

The school believes that a close working relationship with parents/carers is vital in order to ensure:

- (a) Early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- (b) Continuing social and academic progress of children with SEND
- (c) Personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual pupil's needs. The Inclusion Manager may also signpost parents/carers of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents/carers and the pupil will always be consulted with regards to future provision. Parents/carers are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regard to the provision for their child.

28. Links with other agencies and voluntary organisations

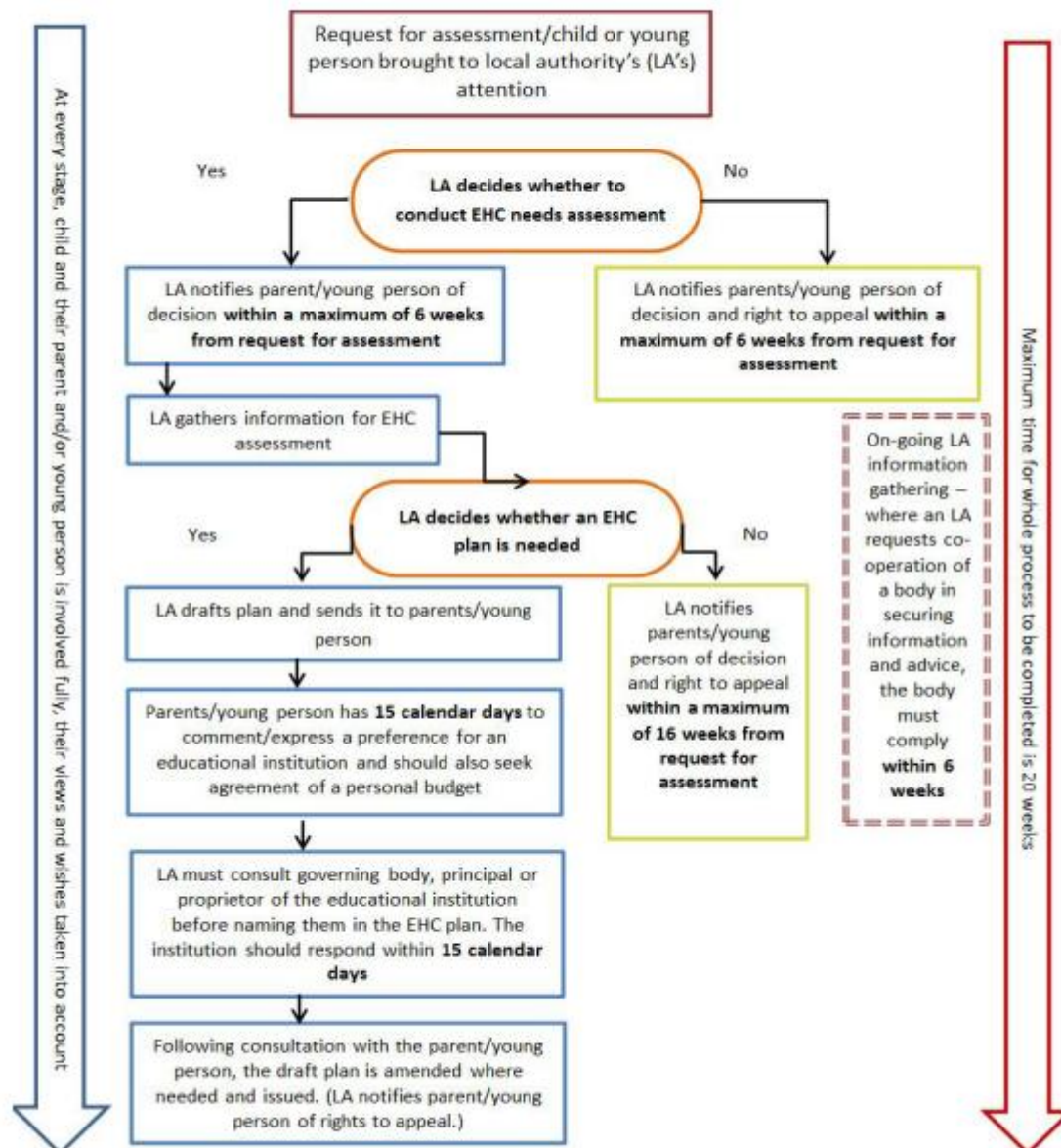
The school invites and seeks advice and support from external agencies in the identification and assessment of, and provision for SEND. The Inclusion manager is the designated person responsible for liaising with the following:

- Waltham Forest Educational Psychology Service
- Social Inclusion Support Team
- Social Services
- Speech and Language Therapy (class teacher also liaises)
- Specialist Outreach Service
- Any other relevant service

In cases where a child is under observation or a cause for concern parents will be updated regularly.

Appendix A

Statutory timescales for EHC needs assessment and EHC plan development



Appendix B - Definitions

The following definitions of special educational needs & disability (SEND) are taken from Section 20 of the Children and families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The coalition government has reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) came into force as of 1st September 2014. A new Code of Practice also accompanies the legislation.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website: [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/299949/SEND_code_of_practice_0_to_25_years_-_GOV.UK.pdf)

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with more complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You will find more information describing this new pathway on Waltham Forest's SEND Local Offer website.

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

Appendices A illustrates the timeline.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Waltham Forest that have an Education, Health and Care Plan, but still experience some form of special educational need.

The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.