Parkside
Primary School

Special Educational Needs Inclusive education Policy

Reviewed September 2026

Special Educational Needs and Disability (SEND) Policy

Introduction

At Parkside Primary School we believe that all children have an equal right to a full and broad education which enables them to flourish and thrive. Our school vision statement underpins everything we do:

Proud to shine – growing in excellence every day

This applies to each and every one of our children. We want to raise the aspirations of, and expectations for, all pupils including those with Special Educational Needs and disabilities (SEND).

Our aims are to:

- ensure equality of opportunity and access to the curriculum for all children
- work in partnership with children and their families to ensure that parents are involved in the decision-making process in supporting their child's education
- create an environment that meets the special educational need of each child
- adopt positive and consistent strategies to help children with social, emotional or mental health difficulties
- develop skills in identifying children with specific learning difficulties and implement suitable programmes of work
- identify roles and responsibilities of staff in providing for children's special educational needs
- develop sensitivity to individual needs and a climate of warmth and support in which self confidence and self-esteem can grow
- celebrate achievement, attainment and progress in all areas of development
- provide an environment which encourages active learning, investigation and challenge for all pupils
- continuously assess and adapt the learning environment to better suit the needs of all our learners

Our objectives are to:

- identify the needs of pupils with SEND as early as possible
- work within the guidance provided in the SEND Code of Practice 2015
- review and monitor the progress of all pupils regularly
- operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- work with a variety of outside agencies including Educational Psychology Service, Speech and Language Therapy, Child and Family Consultation Service (CFCS), Child and Adolescent Mental Health Service (CAMHS), School Nurse, Occupational Therapy and Physiotherapy

- create a school environment which encourages pupils to take responsibility for their own learning journeys
- make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.
- Ensure that all staff and parents are aware of the provision for identifying, assessing and meeting special educational needs

What are Special Educational Needs?

A child or young person has a SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

According to the SEND Code of Practice (2015), a child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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 or mainstream post-16 institutions.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is "… 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". This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. These children do not necessarily have SEN, but if they require special educational provision they will also be covered by the SEN definition.

Special educational provision is anything that is additional to or different from, the provision made generally for other children or young people of the same age. At Parkside we aim to provide special educational provision for all pupils for whom this is required. We will consider the needs of the whole child including any issues that may have an impact on them and respond to the four areas of need identified in the SEND Code of Practice 2015:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Mental and Emotional Health**
- **Sensory and/or Physical development**

Identifying Special Educational Needs

Children with SEND are identified by a number of routes, all of which are part of the overall approach to monitoring progress of all pupils:

- If a parent/carer thinks their child is having any difficulties and that they might have Special Educational Needs the first step is to speak to the class teacher and discuss

their concerns. Parents can also speak with the SEND Co-ordinator, William Humphrey, Year group managers or a member of the Senior Leadership Team.

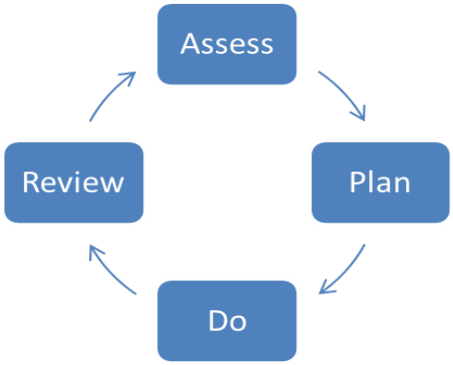
- Class teachers are continually aware of children's learning. If they observe that a child is making less than expected progress, they will seek to identify a cause
- The progress of every child is monitored at termly pupil progress meetings. These meetings give teachers the opportunity to identify children not making progress and are discussed with the SENDCo, then a plan of action is agreed
- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all
- By using assessments on an individual basis, where we think there is the need to use them
- Information may already be known about the child through information passed on by their previous school
- Another member of staff might raise a concern about a child's difficulties.
- Liaison with external agencies, e.g. physical health diagnosis from paediatrician
- We recognise that students make progress at different rates and not always in a steady linear pattern

We welcome the participation of parents and young people in decision-making about SEND provision and work closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEND provision for their child.

High quality teaching, differentiated for individual pupils is the first step in responding to pupils who may have SEND. In addition we may implement some focused interventions to target particular skills. The teachers are responsible and accountable for the progress and development of all the pupils in their class, even where pupils access support from teaching assistants or specialist staff.

The Graduated Approach

Once a child has been identified as having SEND, the class teacher will invite the parents to a meeting to let them know that their child has been identified as having SEND, discuss assessments that have been completed and agree a plan. Action will be taken to help remove any barriers to learning and consideration as to any necessary support that should be put in place. Parents will be informed and the child added to the school's Inclusion Register. The SEND support will take the form of a Graduated Approach, a four-part cycle through which earlier decisions and actions are revisited, refined and revised in order that we gain a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes.



Process and Recording of SEND

Once a child has been identified as needing SEND support the following actions may be implemented:

- The pupil will be recorded on the SEND / Inclusion Register as SEN support
- At termly progress meetings, individual support will be identified and recorded on the school's tracking
- Referrals made to outside agencies e.g. Early Help, Speech and Language Service, Educational Psychologist etc. for specific support if necessary
- SEND Support Plan
- Annually, a one-page-profile may be used for some children to record their strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. The information may be updated during the year
- The SENDCo William Humphrey, and the Assistant SENDCo, Sophie Ooi, will maintain individual SEND records for each pupil containing copies of any referrals made to outside agencies, reports from any professionals and any relevant correspondence
- Application may be made to the LA for additional funding and support from the High Needs Block

Parents and pupils will be involved and kept informed at all times. All parents are welcome at termly parent consultations and will receive a written report at the end of each year to formally record progress and achievements.

The amount of support offered will be linked to the pupil's type and level of need. Children on the SEND/Inclusion register will not automatically receive individual support. Where a pupil has an Education, Health and Care Plan, resources will be allocated in line with this but individual support is not always necessary. Parkside Primary School believes that children make greater progress when they work as part of small groups in order to engage with other children and adults and become more independent learners and individuals.

Referral for an Education, Health and Care Plan

If, despite the school having taken action to identify, assess and meet the SEN of a pupil, he or she has not made expected progress, the school, with parents, will consider requesting an Education, Health and Care needs assessment. This is undertaken by the London Borough of Waltham Forest SEND Service and will combine information from a

variety of sources including the parents, teachers, SENDCo, professionals i.e. Educational Psychologist, Speech & Language Therapist etc., Social Care and Health professionals.

Education, Health and Care Plans

The plan is a document describing a young person's special educational needs, and any health and social care needs, the provision required to meet those needs and the most suitable educational placement. A plan will only be issued when the local authority considers the special needs of the child cannot be reasonably provided for with resources normally available to a mainstream setting.

Information will be gathered relating to the current provision, action that has been taken, and the progress being made. A decision will be made by professionals from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a needs assessment leading to an EHC Plan.

The EHC Plan covers provision for children and young people with SEND from birth to 25, if young people continue in education.

Further information about EHC Plans can found via the SEND Local Offer: https://www.walthamforest.gov.uk/schools-education-and-learning/local-offer-special-educational-needs-and-disability-send/education-health-and-care-plans-ehcp

EHC plans will be reviewed at least annually at a person-centred review to which the pupil, parents, teacher and any professional or outside agencies involved with the child, will be invited.

Evaluating the success of provision

In order to make consistent, continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year.

Children with social, emotional and mental health needs

If a child is felt to have long term social, emotional or mental health needs the class teacher will consult with the SENDCo and the Pastoral Team.

Behaviour is not classified as a SEND. Any concerns relating to a child or young person's behaviour will be described as an underlying response to a need.
If a child shows consistent unwanted behaviours, the SENDCo and Pastoral Team may offer a range of social skills or therapeutic interventions and may place the child on a Pastoral Support Plan (PSP). All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. If the behaviours continue the child might be referred to the Waltham Forest Social Inclusion Team for some targeted support.

If parents and school are concerned that the child may have mental health needs, we may make a referral to the Child and Adolescent Mental Health Service (CAMHS).

Supporting Pupils at School with Medical Conditions

We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. In these cases the school will follow advice from the Supporting pupils with medical conditions in school document (DfE 2014) and the Equality Act 2010. Some may also have special educational needs (SEND) and may have an Education Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision.

Accessibility

- The school has an Accessibility Policy and plan
- We work closely with parents of children with disabilities or medical conditions to ensure that we have put into place any strategies that will make access easier to both the building and the learning environment
- We consult with medical and educational specialists in ensuring that the provision we offer is as inclusive as possible.

Admission arrangements

Please refer to the information contained in our school prospectus. The admission arrangements for all pupils are is accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Transition Arrangements

We understand how difficult it can be for children and parents as they move into a new class or a new school and we will do what we can, according to the individual needs of the child, to make transitions as smooth as possible. This may include additional meetings for the parents and child with the new teacher or additional visits to the new classroom environment in order to identify where the toilets are, where the pegs are etc.

Transition reviews for Year 6 pupils are held, where possible, in the Summer Term of Year 5 or the Autumn term of Year 6. The secondary school SENDCo is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. We believe that every teacher is a teacher of every pupil and therefore has responsibility for identifying and supporting pupils with SEND.

Training

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development
- Regular in-service training on SEND includes specific needs i.e. ASC, ADHD, Attachment difficulties, safeguarding etc.
- The school's SENDCo regularly attends the LA's SENDCo network forums in order to keep up to date with local and national updates in SEND.

The Headteacher and Governing Body determine the school's general policy and resources allocation. The SENDCo keeps the Governing Body fully aware of SEND issues. It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2015. They meet with the SENDCo at least termly to discuss actions taken by the school.

The Governor with particular responsibility for SEND is Amutha Rasapalan.

The SENDCo (Special Educational Needs Co-ordinator) is William Humphrey. The Assistant SENDCo is Sophie Ooi.

The key responsibilities of the SENDCo include:

- overseeing the day-to-day operation of the school's SEND policy
- monitoring and evaluating the special educational needs provision and reporting to the governing body
- co-ordinating provision for children with SEND
- supporting the class teacher in the further assessment of the children's particular strengths and weaknesses and advising on the effective implementation of support
- contributing to and managing the records of all children with special educational needs
- maintaining the school's SEND/Inclusion register
- managing the school-based assessment and completing the documentation required by outside agencies and the LA
- liaising with the relevant designated teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND Support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of children with SEND

- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the LA and LA support services
- liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned
- maintaining resources and a range of teaching materials to enable appropriate provision to be made
- supporting and advising support staff
- facilitating Person Centred Reviews for children with or Education, Health and Care Plans

The Designated Safeguarding Leads/Headteacher and Deputy Headteacher are responsible for organising, facilitating and reviewing Pastoral Support Plans for children at risk of exclusion and for managing the provision for pupils under the school's Safeguarding and Well-being and Positive Mental Health policies.

The Designated Safeguarding Leads are Lisa Cousins (Headteacher) and Amanda Warriner (Deputy Headteacher).

The teaching staff should:

- Be responsible for meeting special educational needs within their classroom
- Use the SENDCo strategically to support the quality of teaching
- Evaluate the quality of support
- Focus on outcomes for children
- Have high aspirations for every pupil
- Set clear progress targets for pupils and be clear about how the full range of resources are going to help reach them
- Involve parents in planning and reviewing progress

Support Staff

Some of our Support Staff have ELKLAN training which helps them to support children with Speech and Language and communication difficulties. We have a team of Emotional Literacy Support Assistants who can carry out befriending sessions with children who may be experiencing difficulties in managing their feelings. Other Support Staff have had training to support other areas of need such as ASC or Down's syndrome, or to deliver specific interventions. All School Support Staff may work with children with SEND.

Links to support services other agencies and voluntary organisations

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective

and successful SEND provision within our school. Alternatively any one of the support services may raise concerns about a pupil which would then be brought to the attention of the SENDCo who will then inform the child's parents. The SENDCo is responsible for liaising with the following:

- The Education Psychology Service
- Speech and Language Service
- Social & Communication Clinic
- Child Development Team (CDT)
- Occupational Therapy (OT)
- Physiotherapy
- School Nurse
- Flourish (Waltham Forest SEND Outreach Service)
- Child and Family Consultation Service (CFCS)
- Child and Adolescent Mental Health Service (CAMHS)
- Waltham Forest SEND Information, Advice & Support Services
- Social Care/Early Help Team when working with a child with SEND

Local Offer

The Local Offer is a guide to all the services that are available for children and young people in Waltham Forest with special educational needs and/or disabilities aged from birth to 25. The Offer is available at: https://www.walthamforest.gov.uk/service-categories/local-offer

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, sexual orientation, gender or capability in all aspects of school life. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

Complaints procedure

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should speak to the Headteacher or SENDCo, who will be able to advise on formal procedures for complaint.

Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 2015 section 65 (3)(a) of the Children and Families Act 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE May 2014
- SEND Code of Practice 0-25 2015
- Schools SEND information Report regulations (2014)
- Statutory guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and Key Stage 2 framework document 2014
- Safeguarding Policy
- Accessibility Policy and plan
- Behaviour Policy
- Well-being and positive mental health policy

Created in collaboration with the Headteacher, SENDCo, School Senior Leadership Team, SEND Link Governor, all staff and parents in line with current reforms.

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Reviewed and updated September 2026

Ratified by Governing Body: 08/10/2026