

Edison Primary School

SEND Information Report

2024 – 2025



Our School

Our School Vision

At Edison Primary, the well-being and development of each child underpins all that we do. Our aim is to develop children into confident and resilient learners, for them to develop a love of learning and to encourage them to explore opportunities to step outside of their comfort zone whilst not neglecting the need to develop wider life skills that they can use to underpin their future development.

Edison currently has 393 children on role (March 2023)

There are currently 44 children on SEND register with a range of needs from universal to specialist (11% compared with national average of 13.5%).

37 children have a diagnosis of need, that can be accommodated through quality first teaching (universal needs) or have a diagnosis of need that requires targeted interventions through QFT, and support planned by CT. (targeted need).

7 children (1.8% compared to national average at 2.5% in primary schools) have significant needs that requires support over and above in a provision (specialist need)

SEND by gender at Edison

Boys: 29 (65.9%)

Girls: 15 (34.1%)



Meet our SEND Team

The SENDCO is Lisa Francis.
The Inclusion Lead is Harman Dev.

If you would like to contact Lisa, please call school or email her at sendco@edisonprimary.org.

Harman Dev can be reached via email at senco@edisonprimary.org.



Special Educational Needs

At Edison Primary School, we support children with a variety of differing special educational needs, and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN code of practise 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical



Identifying and Assessing Need

At Edison, we work closely as a team and if staff have a concern about a child, they fill in a cause for concern referral form and discuss concerns with parents and the SEND team. A child will then be placed on the monitoring register and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'.

After a period of 6 – 8 weeks we will decide if a child needs to be placed on the SEND register and invite you in for a meeting, where we will share the targets your child is working on and the support they are receiving.

Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.

Staff use the Ordinarily Available Provision to help support children's learning within the classroom.



Our approach to teaching children with SEND

We are an inclusive school. Children are taught alongside their peers in mixed ability teaching groups using principles of Kagan Cooperative Learning, unless they have significant needs or have sensory difficulties.

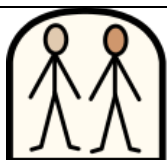
Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.

The 'Five-a-day' principle: High quality teaching benefits pupils with SEND



We use the Ordinarily Available Guidance by the Hounslow Local Authority to complement our teaching.

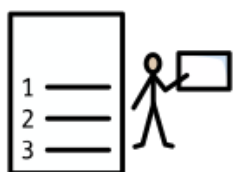


Outside Agencies

We work with the following agencies to provide support for children with SEND:

Hounslow SEN Department,
Hounslow Educational Psychology Service,
Speech and Language Therapy,
Occupational Therapy,
Visual and Hearing impairment team and Behaviour Support.

We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received, we will call you in for a meeting to share the advice.



Curriculum adaptations



Visual timetables



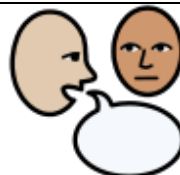
Task boards



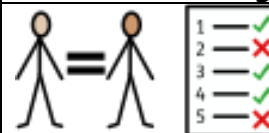
Peer mentoring



Assistive technology



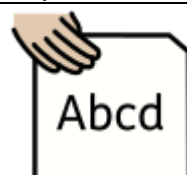
Kagan Talk partners



Peer marking



Self-assessment



Word banks



Positive behaviour



Ear defenders



Timers



Explicit instruction

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

We also seek advice and equipment from outside agencies as and when the need arises.



Parent Consultations

At Edison Primary School, we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.

All parents of children at Edison are invited to book for parent teacher consultation meetings three times a year. In addition, for children who have an Education, Health and Care Plan, SEN Support Provision Plan or require specialist support (over and above what is ordinarily available) we will invite you in for 3 further meetings a year in the Autumn, Spring and Summer term. These meetings are used to celebrate your child's learning, looking at the progress they have made against the targets set, create new targets and discuss next steps. A copy of this will always be sent home after the meetings. For children with an EHCP, this would mean a further additional meeting for the annual review.

During the year a parental questionnaire is sent out to gain views on the school and the SEND provision.



Child Consultations

Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.

Pupils are given regular opportunities to:



Self-assess how they are doing



Attend meetings and help decide the support needed.



Feedback and Review progress/interventions



Evaluating Provision

Review progress in SLT meetings and discussing next steps.

Discuss and share ideas in staff meetings to ensure up to date research and policy is in place.

Reviewing children's individual progress towards their goals at regular intervals, as a minimum every term.

Establishing children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals.

Asking our children if they feel the adjustment or intervention is helpful and makes a difference.

Monitoring by the SENDCO.

Regularly using a tracking tool to update targets and measure progress.

Holding termly reviews for children who are on Education Health and Care Plans, SEND Support Provision Plans and those requiring specialist support.

Holding annual reviews for children with Education Health Care Plans.



Staff Training

At Edison, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins the school, we ensure they understand the systems within school, and they are given information about the children they are working with.

The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first.

Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.

			
Play Therapy	Lego Therapy	Child Development	Bucket time
			
Autism (Level 1)	Emotional Regulation	Phonics (catch-up)	Positive Handling
			
Specific Learning Difficulties	Complex Needs training	Drawing Talking Therapy	Speech and Language
			
De escalation	Attachment	Reading for those who struggle	Sensory needs
			
Talk Boost	Inner Wings: Confidence Building	Occupational Therapy support	Shape Coding
			
Early Years, KS1, KS1 Narrative	Zones of Regulation	Kagan Cooperative Learning	



Transition Support

New to Reception

We hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher, EYFS Lead, and Inclusion team.

We hold a 'taster' session in the second half of the summer term in preparation for their September start.

Transition to Reception, and then into each successive year-group, is supported by meetings, Meet the teacher leaflets and taster sessions in each new class.

End of Year transition

When children move up a year, we provide transition materials, which includes Meet the teacher leaflets with photos of the teachers and Tas. For children who need more help adjusting, we send home a social story to get used to the new classroom environment.

We hold a transition session during the summer term allowing the children to go up to their new classroom and meet their teacher.

Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive. This also includes circle time with the new and old teaching staff, as needed.

Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share Individual Learning Plans during handover meetings.

Secondary Transition

We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible.

Mid-Year new starters

When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place.



Clubs and Trips

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

All children are encouraged to go on our trips such as residentials, including the PGL.

All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.

All children are encouraged to apply for roles of responsibility in school e.g. school council, house group leaders, technical team etc.

No child is ever excluded from taking part in these activities because of their SEN or disability. If a child has significant needs where their participation may

pose health and safety or safeguarding concerns, we will work closely with the parents or carers for support to make it a success for the young person.



Complaint Procedure

Your first point of contact is your child's class teacher, followed by the phase leader.

If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the SENDCo, followed by the Assistant Head or Deputy Head Teacher. If they cannot solve your issue, then an appointment can be made to speak to the Headteacher.

If you are not happy with the response, then you may contact the governors through the school office.

Suvir Rai – Chair of Governors
Seema Kharbanda – SEND Governor

Hounslow Local offer

The Hounslow Local Authority Local Offer can be found at https://fsd.hounslow.gov.uk/synergyweb/local_offer/

Social Care: as well as general enquiries, Hounslow Social Care has a team that works with children with disabilities.	020 8583 3177
Children's Services childrensocialcare@hounslow.gov.uk	020 8583 3200/ 3400 Option1
The Early Help Hounslow team earlyhelp@hounslow.gov.uk	020 8583 6600
Hounslow Occupational Therapy Services	020 8630 3195
Hounslow Speech and Language Therapy Services	020 8630 3364
Child Adolescent Mental Health Services (CAMHS) https://www.westlondon.nhs.uk/services/gp-information/cahms-referraladvice/hounslow-cahms/ All three services are based at Heart of Hounslow Health Centre, 92 Bath Road, Hounslow, TW3 3EL.	020 8630 3237



Feedback

"We are pleased with how our child has settled into and the support put in place for her."

"I would like to thank the teachers of Edison school for being so supportive and kind to our child and our family."

Due to my child's needs identified very early on, they were able to get support very quickly which helped them make progress.

Approved by:	Savi Rai	Date: June 2024
Last reviewed on:	June 2024	
Next review due by:	June 2025	