



SEND Policy and SEND Information Report

Reviewed: September 2024
Next review date: September 2025



SEND Policy and SEND Information Report

Eldon Primary School, Edmonton N9

Aspiration, Determination, Success

At Eldon we know that our children will enter a world of work that is ever changing and increasingly complex. Our aim is to ensure that, throughout their time at Eldon, children become resilient, independent thinkers, who have the knowledge, the skills and the confidence to pursue, and succeed in, whatever path they choose.

Parents, staff, governors and children all have an important part to play in ensuring that Eldon is a truly inclusive school, where equality of opportunity and respect for all is at the heart of what we do.





SEND Policy



1. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

2. Legislation and guidance

This policy and information report is based on the statutory [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 sets out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND information report

This policy also complies with our funding agreement and articles of association.

3. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and / or Disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Our vision, values and broader aims of the Eldon Primary School's arrangements for pupils with SEN and disabilities.

All children are welcomed and included at Eldon Primary School. We value each individual and believe that the purpose of education is to challenge all children to achieve their fullest intellectual, social, emotional, physical, spiritual, cultural and moral development.

We endeavour to achieve maximum inclusion of all children (including all learners who may or may not have SEND) whilst meeting their individual needs.

Teachers provide scaffolded or differentiated learning opportunities and provide materials appropriate to children's interests and abilities. This ensures that all children have full access to the school curriculum.

SEND may be an explanation for delayed or slower progress but is not an excuse for lower expectations. We make every effort to narrow the gap in attainment between vulnerable learners and others.

We focus on individual progress as the main indicator of success.

We strive to make a clear distinction between underachievement – often caused by a poor early experience of learning - and SEND.

Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.

Other pupils will have SEND and this **may** lead to lower attainment (though not necessarily to underachievement). It is our responsibility to ensure that pupils with SEND have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for such pupils. These will initially be provided through additional support funded from the devolved school's budget.

Admission arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision for them (see the School's current Admissions Policy).

What will the school's efforts to achieve the best outcomes for pupils with SEN and disabilities look like in practice?

Identification and assessment of SEND and subsequent provision

The four areas of special educational needs are:

- communication and interaction
- cognition and learning
- social, mental and emotional health
- sensory and/or physical

(See page 85 of SEND Code of Practice 2014)

Children's needs should be identified and met as early as possible. Identification of need will draw on one or more of the following:

- analysis of data, including entry profiles, Foundation Stage profile scores, assessment, reading ages and other whole-school pupil-progress data;
- classroom-based assessment and monitoring arrangements;
- investigation of parents' or carers' concerns;
- tracking individual children's progress over time;
- liaison with feeder nurseries on transfer;
- information from previous schools;
- information from other services; and
- individual assessment using, where necessary, standardised assessment tools.

Where a more complex special educational need is suspected, the input of external agencies will normally be required.

Provision for children identified with SEND

Pupils will be offered additional specialised support when it is clear that they require intervention which is additional to or different from the well-differentiated curriculum offered to all pupils, i.e. they have a special educational need as defined by the SEND Code of Practice 2014.

As for all learners, interventions for pupils with SEND will be identified and tracked on the whole-school provision map.

It may be decided that a very small number of pupils with SEND will require additional High Needs funding. Where the School can demonstrate that more than £6,000 above the Average Weighted Pupil Unit has to be spent on a pupil within any one financial year to meet his or her special educational needs, an application will be made to the Local Authority. The application would take particular account of the success criteria and SEND descriptors published as part of the local offer.

Where a pupil has a significant, severe and sustained need, it may be necessary to consider the need for an Education Health and Care Plan. This would involve a multidisciplinary assessment with health and social care professionals.

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We recognise that the Individual Educational Plan (I.E.P) is no longer prescribed in the SEND Code of Practice (2014) but believe that the principal of it can be a useful tool to help us focus on particular areas of development for pupils with SEND. Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, the SENDCo will consider whether a short-term learning support plan (I.E.P.) is required.

An Individual Education Plan:

- will be treated as a working document subject to continuous refinement and amendment;
- record only that which is *additional to or different from* the differentiated curriculum offered to all children;
- will address the underlying reasons for a pupil's difficulty with learning and not simply state targets such as "more literacy" or "more maths";
- will be accessible to all involved in its implementation, including pupils who should understand and feel ownership of its content;
- will be based on informed assessment and include the input of external agencies;
- will be designed to be easily manageable;
- will be time-limited;
- will have a maximum of four short / medium-term SMART (small, measurable, achievable, realistic and timely) targets set for or by the pupil;
- will state what the learner is going to learn, not what the teacher is going to teach, and will state clearly what the learner should be able to do at the end of the given time-frame;
- will include targets based on class teachers' discussion with pupils, as far as possible, with parents/carers and make reference to Professionals reports and recommendations
- will be reviewed at least termly by class teachers in consultation with the Inclusion Leader/ SENDCo

Provision for children with an Education Health and Care Plan (EHCP)

Pupils with an Education Health and Care Plan will have access to all provision for pupils with SEND described in the preceding section, in addition, there will be an annual review of EHCPs.

We will comply with all local arrangements and procedures when applying for an EHCP, and will ensure that all pre-requisites for an application have been met through SEND support funded by our devolved budget. Our review procedures fully comply with those recommended in Section 6.15 of the SEND Code of Practice and with Enfield's Local Offer for SEND (which sets out information about services and support for families with children with SEND, particularly with regard to the prescribed timescales).

Funding

At Eldon our school budget is used to fund many different interventions that support pupil progress. Many of our interventions give pupils the opportunity to participate in small group work. One of the benefits of small group work is that each member of the group gets to make a valued contribution. Delivering small group intervention means that there is more opportunity for personal feedback to individual pupils about their ideas and responses.

Small group interventions are delivered by class teachers and teaching assistants with specialist training and subject knowledge. All interventions are evidence based – this means your child is assessed at the start and again at the end of the period of intervention. This enables intervention leaders to track and monitor progress.

Our interventions are funded from our school budget. Our ‘costed provision maps’ show how much funding we spend on interventions weekly and annually.

Monitoring and evaluation

The monitoring and evaluation of the effectiveness of our provision is carried out in the following ways:

- Classroom observation by the senior leaders
- Ongoing assessment of progress made by children within intervention groups
- Work-sampling on a termly basis
- Scrutiny of planning
- Teacher interviews with the SENDCo
- Informal feedback from all staff
- Pupil and parent/carer interviews when setting new IEP targets or reviewing existing targets to evaluate their impact on pupils’ progress
- Tracking of pupil progress using assessment data
- Analysis of attendance records and liaison with EWO (*Education Welfare Officer*) where necessary
- Regular meetings about pupils’ progress between the SENDCo and the Senior Management Team
- Governors’ discussions and analysis of assessment data with the Headteacher, Inclusion Lead and SENDCo

Partnership with parents and carers

The school aims to work in partnership with parents and carers of children with SEND. We do so by:

- holding SEND coffee mornings;
- working effectively with all other agencies supporting children and their parents;

- giving parents and carers opportunities to play an active and valued role in their child's education;
- making parents and carers feel welcome;
- encouraging parents and carers to inform the school of any difficulties their child appears to be having;
- instilling confidence that the school will listen carefully to parents and carers and act appropriately;
- focusing on the child's strengths as well as areas of need;
- giving parents and carers opportunities to discuss how they and the school can help their child;
- involving parents and carers in the setting learning outcomes and monitoring of progress;
- keeping parents and carers informed and giving support during assessment and any other decision-making process;
- making parents and carers aware of Enfield SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service) - <http://enfieldsendiass.org.uk/>

Decisions on the most appropriate interventions for a child with SEND will involve discussions between school staff, parents and external professionals.

Involvement of SEND pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress. We endeavour to involve all pupils fully by encouraging them to:

- state their views about their education and learning;
- identify their own needs;
- share in individual target-setting across the curriculum so that they know what their targets are and why they have them;
- review their own progress and set new learning outcomes;
- and where applicable, monitor their progress in achieving the learning outcomes on their Pupil Passport.

Provision for underachieving children without SEND

Those children identified as underachieving but who do not have SEND will be included on a detailed whole-school provision map which outlines and facilitates monitoring of all additional intervention across the School. The map helps the School to:

- plan strategically to meet pupils' identified needs and track how they are being met;
- audit how well provision matches need;
- recognise gaps in provision;

- highlight repetitive or ineffective use of resources;
- cost provision effectively and demonstrate financial efficiency;
- show all staff how support is deployed;
- focus attention on whole-school issues of learning and teaching as well as individual needs, thus enabling self-evaluation.

Underachieving children without SEND will normally be supported through a combination of the following approaches.

- Quality-first teaching
- Differentiation or scaffolding of work
- Specialised interventions
- Withdrawal of small groups from classroom
- Specially targeted support within classroom
- Bilingual support and access to adapted materials

**Effective transition
between phases**

Nursery to reception class

When a child is due to enter our reception class, the class teacher and support staff where possible will make a home visit and collect information. Nursery reports are usually sent direct to the school. We plan carefully to help children to feel safe and settle in. Additionally, where appropriate, the year leader and class teacher will make a visit to the child's nursery.

Handover meeting between classes

When a child moves to a new class, we organise a handover meeting between the class teachers and support staff from the former and the new class to ensure that there is a clear understanding of the child's needs.

We also plan transition sessions in the summer term during which children go into their new class and have a lesson with their new teacher. Thus, children can familiarise themselves with their new classroom environment.

Transition to secondary school

Secondary Schools plan transition dates and invite pupils (and sometimes parents) to visit their new school in the summer term before their September start date. We can, in liaison

with parents, pupils and the Secondary School SENDCo arrange additional orientation visits if needed.

Complaints

If there are any complaints relating to the provision for children with SEND, they will be dealt with in the first instance by the class teacher and SENDCo and then, if necessary, by the senior management team. The governor with specific responsibility for SEND may also be involved. If the complaint cannot be resolved, it should be pursued through the general Governing Body's complaints procedure (see the School's Complaints Policy).

4. Roles and responsibilities

The SENDCo is Ms Samantha Kieser BSc Psychology (Hons), MSc Neurorehabilitation. Samantha is a qualified primary teacher and in addition holds the National Award for Special Educational Needs and Disability Coordination (NASENCO) which is the statutory qualification requirement for all SENDCo's appointed since 2008.

4.1 The SENDCo with the support of the Inclusion Leader will:

:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- 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
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date



4.2 The SEND governor will:

- Help to raise awareness of SEND issues 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, Inclusion Lead and SENDCo to determine the strategic development of the SEND policy and provision in the school

4.3 The Headteacher will:

- Work with the SENDCo, Inclusion Lead and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability



4.4 Each class teacher is responsible for:

- :
- The progress and development of every pupil in their class
 - Working closely with any teaching 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 SENDCo to review each pupil's progress and development and decide on any changes to provision
 - Ensuring they follow this SEND policy





SEND Information Report

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5. SEND information report

5.1 The categories of SEND 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, 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/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

The school will assess each child's current skills and levels of attainment on entry to the school, which will build on previous settings and Key Stages as appropriate. Class teachers will then 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 (which we assess using the Boxall Profile).

Class teachers raise a concern by completing an Initial Concerns Form, which is then handed to the Inclusion Lead and SENDCo. The Inclusion team then invite all relevant staff to attend a Team Around the Child (TAC) meeting where an action plan and time line of support are agreed.

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/ carers. 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.

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

5.3 Consulting and involving pupils and parents/ carers

We will have an early discussion with the pupil and their parents/ carers 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'/ carers 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.

We will formally notify parents/ carers when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach which comprises the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENDCo 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 and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/ carers
- The pupil's own views
- Advice from external support services, if relevant

This assessment, which we call the child's "Individual Learning Plan (IEP)", is written collaboratively and reviewed termly.

IEP's are available to the child and supporting staff in every classroom and ensure that all teachers and support staff who work with the pupil are aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and settings

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

Nursery to Reception class

When a child is due to enter our reception class, the class teacher and support staff where possible will make a home visit and collect information. Nursery reports are usually sent direct to the school. We plan carefully to help children to feel safe and settle in.

Additionally, where appropriate, the year leader and class teacher will make a visit to the child's nursery.

Handover meeting between classes

When a child moves to a new class, we organise a handover meeting between the class teachers and support staff from the former and the new class to ensure that there is a clear understanding of the child's needs.

We also plan transition sessions in the summer term during which children go into their new class and have a lesson with their new teacher. Thus, children can familiarise themselves with their new classroom environment.

Transition to secondary school

Secondary Schools plan transition dates and invite pupils, and sometimes parents, to visit their new school in the summer term before their September start date. We can, in liaison with parents, pupils and the Secondary School SENDCo arrange additional orientation visits if needed.

Prior to transition we support Year 6 children through provision of Secondary Transition groups, supported by the Speech and Language Service and other external service providers.

5.6 Our approach to teaching pupils with SEND

The following statements are from the 0-25 SEND Code of Practice (2015):

'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.'

'The class or subject teacher should remain responsible for working with the child on a daily basis, even when interventions involve group or one-to-one teaching away from the main class or subject teacher...'

'They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.'

High quality teaching delivered by the class teacher is our first step at Eldon Primary School in supporting pupils who have SEND, and all teaching sessions will be differentiated or scaffolded by class teachers for individual SEND pupils. Teachers are responsible for ensuring that lessons are planned from the appropriate curriculum (pre-National Curriculum/ National Curriculum). Teachers will deliver sensory, visual, auditory and/or kinaesthetic learning opportunities to match the needs of the learners. A total communication approach is encouraged (symbols, gestures, signing, real life objects, photographs etc) as part of this quality first teaching.

We can/ may also offer the following supports for children with additional needs:

- Occupational Therapy support
- Tiger Team
- Swimming with ARP
- Talk Boost
- Talking About (Black Sheep Press)
- Language for Thinking
- Early Birds Breakfast Club
- Delivery of NHS Speech & Language Therapy Programs
- Chatterboxes/ Talking Boxes
- Barrier Games
- Emotional Literacy Support (ELSA)
- Place 2 Be Counselling Service
- Lego Club
- Memory Games
- Attention Autism Bucket Activity
- Daily Supported Reading (DSR) and Phonics
- Sequencing Group
- Basic Number Skills
- Colourful Communication & Colourful Semantics
- Board Games
- Morning circuit/exercise
- Pre- teaching of vocabulary
- IEP time
- Circle time
- Mind Mapping

- Friendship club

We also have four high needs specialist classrooms, which comprise Eldon ARP, and address the needs of pupils with ASD and associated complex needs; Jupiter, Cheetah, Octopus and Dolphin classes.

The pupils who attend Eldon ARP are taught from a specialised curriculum which focusses on developing real life skills and academic knowledge through multi-sensory experiences. No one single approach is used; we use a range of established approaches and methods, depending on the needs of the learner.

5.7 Adaptations to the curriculum and learning environment

At Eldon Primary most children will have their special educational needs met in mainstream classrooms through good classroom practice. This is called **Quality First Teaching (QFT)**.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating and scaffolding our curriculum to ensure all pupils are able to access it, for example, by mixed ability grouping, some small group work, teaching style, withdrawing pupils for interventions, content of the lesson, outdoor learning opportunities, social education, real life experiences etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, hearing amplifiers etc.
- Scaffolding our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

How we adapt the curriculum and make it more accessible for pupils with SEN

Support for English:

- *Additional phonics support*
- *Additional one to one reading*
- *Fine motor support (handwriting)*
- *Over-teaching of specific skills*
- *Bespoke reading and writing boosters on an individual child basis*
- *Differentiated curriculum based on individualised learning outcomes*
- *Use of technology*
- *Small group teaching*
- *Additional support and scaffolds in lessons*
- *Mixed ability groupings*
- *Language buddies*
- *EAL support*
- *Individual learning outcomes set (IEP's), agreed and monitored, following discussion with child and parents, to share advice on successful strategies.*

Support for Mathematics:

- *Over-teaching of specific skills*
- *Bespoke maths booster on an individual child basis*
- *Differentiated curriculum based on individualised learning outcomes*
- *Small group teaching*
- *Additional support and scaffolds in lessons*
- *Individual learning outcomes set (IEP's), agreed and monitored, following discussion with child and parents, to share advice on successful strategies.*

Support for children with Physical Needs:

- *Information about the child or young person's difficulties is shared with relevant staff, in partnership with parents.*
- *Access to a portable writing aid or the use of ICT for recording.*
- *Adapted/modified equipment and teaching materials (e.g. spring-loaded scissors).*
- *Provide a range of communication methods (digital camera, voice recorder, symbol cards).*
- *Use of visual supports*
- *Development of organisational skills.*
- *Access to specific motor skills programme eg. Tiger Team*
- *Classroom Teaching Assistant (TA) is targeted towards support for access for specific tasks/settings and is not necessarily needed for learning.*
- *Wobble cushion*
- *Individual learning outcomes set (pupil passports), agreed and monitored, following discussion with child and parents, to share advice on successful strategies.*

Support for children with Speech, Language and Communication Needs:

- *Support/advice from SENDCo*
- *Makaton*
- *Visual timetables & now and next boards*
- *PECS (ARP)*
- *Lego Club*
- *Talking about (Black Sheep Press)*
- *Language for Thinking*
- *Articulation support*
- *Additional appropriately skilled adults routinely used to support flexible groupings*
- *Access to targeted small group work with class teacher or TA.*
- *Access to intervention group work with class teacher or TA*
- *Access to speech language and communication support materials e.g. colourful communication*
- *School staff access awareness, enhanced and specialist training including LA training regarding meeting the needs of pupils*
- *Additional appropriately skilled adult (e.g. TA) for focused support during unstructured times e.g. lunchtime supervision/ targeted extra- curriculum activities, supervision in the playground.*
- *Access to a quiet, distraction-free environment in which to deliver intervention groups*
- *Workstations if required*

- *TA and class teacher to liaise with SALT as appropriate*
- *Access to specific SALT sessions*
- *School may refer to ECASS or Enfield Advisory Service for Autism for advice on best practice*
- *Allocated time for professional meetings (including Annual Reviews)*
- *Individual learning outcomes set (IEP's), agreed and monitored, following discussion with child and parents, to share advice on successful strategies.*

Support for children with a Hearing, Visual or Multi-Sensory Impairments:

- *Information about the child or young person's difficulties is shared with relevant staff, in partnership with parents.*
- *Sharing of advice on successful strategies and set targets e.g. use of visual supports, developing organisational skills.*
- *Classroom Teaching Assistance (TA) is targeted towards support for access for specific tasks/settings and is not necessarily needed for learning.*
- *Manage group dynamics enabling the pupil to have access to other pupils verbal/visual contributions*
- *Provide a wide range of reading materials around a subject to facilitate inclusion*
- *Provide opportunities for reading aloud at instructional level*
- *ICT used to support with adapting/ accessing specific content or materials*
- *School may refer to Sensory Support Team or Joseph Clarke School (Flourish Learning Trust)*
- *Individual learning outcomes set (IEP's), agreed and monitored, following discussion with child and parents, to share advice on successful strategies.*

Support for children with Social, Emotional and Mental Health difficulties:

- *We consult with a wide range of agencies and partnerships to ensure the pastoral, medical and social needs of SEND children are met. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies such as Health and Children's Social Care, the Children and Adolescent Mental Health Service (CAMHS), and the Strengthening Well-being Emotional Health, Relationships and Readiness for Learning Service (SWERRL).*
- *School accesses the services of specialist counsellors from Place 2 Be and children can be referred to the services for a range of needs. Ms Felma Barbo (Place 2 Be Project Manager) can also liaise with parents/carers in relation to emotional and self-esteem difficulties.*
- *Children can be referred to our ELSA-trained Learning Mentor support.*
- *Staff have accessed Attachment Training delivered by Dr Harriet Courtney (Educational Psychologist).*
- *Eldon Primary School Outreach Officers also support parents/families in need*

Support for children with Medical Needs:

- *The school has a policy regarding the administration and managing of medicines on the school site.*

- *Parents need to report to the school office team if medication is recommended by Health Professionals to be taken during the school day and appropriate forms must be completed by parents/carers and staff (welfare staff or Admin staff whom are also first aiders).*
- *On a day to day basis the Admin Staff and welfare officers generally oversee the administration of any medicines.*
- *Medical Care Plans are written by Welfare Staff in collaboration with parents and overseen by the school nurse and SENDCo.*
- *As a school, we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.*

Support for children with English as an Additional Language:

- *In many ways, the task faced by EAL children is the same as it is for all new children; they want to feel welcome, be provided with support, begin to make friendships and build on their current levels of attainment and learning needs.*
- *Children will be provided with a range of visual supports to develop understanding. Teachers will act as clear role models for language.*
- *Many children will come with a wealth of knowledge in their first language and this will be built upon and developed.*
- *The child's first language will be valued.*

Support for Looked after Children (LAC):

The SENDCo is the named Designated Teacher for Looked After Children (LAC). The Safeguarding Officers liaise with all LAC stakeholders.

What do we do?

- *Termly ePEP (electronic persona education plan) meetings are held with social care, school representatives and foster carers to review academic progress and set new learning targets*
- *Regular meetings and discussions are held between the Safeguarding Officer and foster carer*
- *Regular communication is made by the Safeguarding Officer with the social care team*
- *Designated Teacher for LAC has regular check-ins with LAC pupils and their class teachers*
- *Where appropriate we consult directly with children in an age appropriate manner about their views on their learning and where they would like extra support and how they would like to spend their pupil premium*
- *Make close observations during school to identify the types of activities and experiences that most engage each child so these can be developed further and be used to inform future planning*
- *Extend any resources that they show a preference for (using Pupil Premium as required)*
- *Children will be tracked on a termly basis using teacher assessment*
- *Regular LAC training is attended (delivered by the Virtual School Team)*

- *Most importantly, we will ensure the children who are LAC and LAC with SEND are happy, motivated and make expected levels of progress throughout their time in school.*

If you would like to discuss your SEND requirements in detail please contact the school to arrange an appointment.

*More details on how we adapt information, our environment and curriculum can be found in the **Accessibility Plan** which you can find in the Inclusion and SEND section of our website.*

5.8 Additional support for learning

We have sixteen specialist SEND teaching assistants who are variously trained to deliver a variety of interventions with most working within the ARP settings

Teaching assistants will support pupils in small groups when an intervention is being delivered, or to support a flexible learning group

We work with the following Local Authority agencies to provide support for pupils with SEND:

- Educational Psychology Service
- Enfield Early Help Service
- Early Intervention Support Service (EISS)
- Enfield Communication Advisory Support Service (ECASS)
- Child Development Team (CDT) – for pupils up to age 6
- Child and Adolescent Mental Health Service (CAMHS)
- Primary Behaviour Support Service (SWERRL)
- Education Welfare Officer (EWO) for attendance and punctuality concerns
- Social Services
- School Nurse
- Occupational Therapy Service (OT)
- Physiotherapy Service (PT)
- Local Authority SEND advisory service (SENDIASS)
- Enfield Advisory Service for Autism (EASA)
- Joseph Clarke service for Visually Impaired pupils (Flourish Learning Trust)

Please note that for your child to be seen by one of these services, a referral must be made. The decision to make a referral to an external agency is made by the Inclusion Manager/ SENDCo, in consultation with parents and key members of staff.

5.9 Expertise and training of staff

Our SENDCo has eight years of experience in this role and previously worked as a class teacher in mainstream settings teaching in every year group from Nursery to Year 6. The SENDCo is allocated five days a week to manage SEND provision across pre-school, EYFS and the ARP. The SENDCo is trained to deliver a range of teaching approaches including; Picture Exchange Communication System (PECS), TEACCH, Intensive Interaction, Attention Autism, Structure Positive Empathy Low arousal Links (SPELL), and the delivery of a sensory curriculum. She has experience working with pre-verbal pupils and has a specialist interest in how autistic spectrum disorders manifest in girls.

Over the last academic year, staff have been trained in:

- Lego Therapy
- Language for Thinking
- Attachment Theory
- Colourful Communication
- Talk Boost
- Talking About (Black Sheep Press)
- Tiger Team
- Barrier Games
- People Games/ People Toys
- Attention Bucket
- Sequencing
- ASD (communication and interaction strategies)
- Visual impairment in the classroom and how to support
- Hearing impairment in the classroom and how to support
- Autistic Spectrum Disorder and strategies to support in the classroom
- Approach Training
- Good practice in Autism Education
- Dyslexia and Working Memory
- Auto-injector and Buccolam training
- Diabetic monitoring and care
- Safeguarding and child protection

SEND training is delivered to staff as required, and staff can request training that is relevant to the needs of pupils in their class at any time. The school buys in to the Local Authority (LA) school improvement service training package for SEND. Teachers and assistants are given opportunities and access to training provided by the Local Authority (LA), in line with the schools need and their own continued professional development.

5.10 Securing equipment and facilities

Eldon Primary School currently has four specialist provisions which comprise Eldon ARP for pupils with Autism; Jupiter, Cheetah, Octopus and Dolphin classes for children at different stages of development. We receive additional funding from the Local Authority to meet the agreed expectations of running these provisions. Our ARP Lead manages the provision supported by one teacher, two HLTA's, and various other support staff.

- The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on the child's needs. Additional provision may be allocated after a concern has been discussed at a Team Around the Child (TAC) meeting.

Our Costed Provision Map itemises support and gives detailed costing for all provision.

It also details Wave 1, 2 and 3 support.

See Appendix 1

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing individual IEP's learning outcomes termly
- Termly pupil progress review meetings
- Reviewing the impact of interventions after six weeks
- Monitoring by the SENDCo and Inclusion Lead
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC Plans
- Observations of teaching by the Head, senior teachers and subject leaders
- Analysis of the achievement data of different groups of pupils with SEND
- Planning and pupils work.
- Scrutiny of teachers planning
- Maintenance of assessment records that illustrate progress over time
- Meetings between the Inclusion Team, class teachers, subject leaders, support staff and senior leaders

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

- All pupils are encouraged to take part in sports day/ school plays/ special workshops/ before- and after- school clubs/ residential trips/ educational visits; no pupil is ever excluded from participation because of their SEND or disability.

- For some children, additional support and/or alternative travel arrangements may be required e.g. an additional member of staff or family member/ carer present. An individual risk assessment may be carried out if required.
- Class teachers will discuss arrangements with parents/ carers of children with SEND for activities and educational visits if alternative arrangements are to be put in place. Access arrangements are made and preparation begins well in advance for some pupils. This might include the use of visual support and social stories, so that there are no surprises on the day. Classes or groups travel with appropriate staff/pupil ratios, including parents/carers where necessary. The Inclusion Lead may also be consulted for advice on ensuring children with SEND have equal access to activities or educational visits

Arrangements for the admission and support of pupils with disabilities

- The Local Authority is responsible for admission arrangements to Eldon Primary School. Pupils with disabilities will be admitted in line with the LA's admissions policy. Eldon Primary School acknowledges in full its responsibility to admit pupils with already identified Special Educational Needs and Disabilities, as well as identifying and providing for those not previously identified as having SEND
- To ensure access for pupils or parents with SEND, please refer to the school's Accessibility Policy, which is prepared in compliance with paragraph 3 section 10 of Equalities Act 2010
- The school takes steps to ensure that disabled pupils are not treated less favourably than other pupils through the provision of quality first teaching, allowing all children to access fully the curriculum, and ensuring access to interventions to support learning as required.
- The Local Authority (LA) provides a budget towards meeting the needs of pupils with SEND. In addition, the School plans and provides for pupils with SEND from their main budget. In some cases Eldon Primary School receives additional funding *for pupils with EHC Plans*

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

Our Anti-Bullying Policy makes it clear that all our pupils have the right to feel safe from bullying.

- We have a robust and consistent approach to bullying, which makes it clear that bullying will not be tolerated. Pupils with SEND may be more vulnerable to bullying and harassment, and so particular care is taken to ensure that they feel supported and that any incidents are dealt with promptly.

Full information about how we deal with bullying can be found in our Anti-Bullying Policy.

- We maintain close liaisons with external agencies such as Place 2 Be, educational psychologists and schools emotional well-being service (SEWS) for ideas on how we can best support pupil's emotional needs
- Learning mentors are also available to support at break times if we feel this is needed
- A tailored behavior plan is implemented by Key Stage phase leaders when necessary

5.14 Working with other agencies

Who are the people who help?

Some children with special educational needs & disabilities may need support from professionals outside of the school setting to achieve a successful learning journey. At Eldon Primary we work closely with colleagues from outside agencies and services to support the needs of children with SEND in school. Permission is always sought from parents/carers when involving these agencies.

Outside Agencies and Services include:

SEND Team (Enfield Children's Services)
The Educational Psychology Service
ECASS Speech and Language Therapy Service
Enfield Community Paediatric Team
Enfield Physiotherapy Service
Enfield Occupational Therapy Service
Enfield School Nursing Service

Other outside agencies or services that may be involved in supporting pupils with SEND at Eldon School include:

Child and Adolescent Mental Health Service - CAMHS

This service is for those children who need further support for their behaviour, social interaction and/or emotional well-being.

Outreach Services

Sensory Support Team; Education Welfare Service (attendance); Parent Partnership Service (Enfield Borough Council); EASA Outreach, Oaktree Outreach

Health/Social services

Specialist Consultant; General Practitioner; Paediatrician (children's doctor); Health Visitor; Social Services.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made in this order in the first instance;

1. Class teacher
2. SENDCo / Inclusion Lead
3. Headteacher

If matters are not resolved parents/carers will then be referred to the school's complaints policy.

The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

Supporting Organisations	
Name	Contact Details
2 Sleep (Sleep Practitioners)	07914 0827 07896 7612 www.2sleep.org
Action on Hearing Loss	0808 808 0123 Textphone: 0808 808 9000 www.actiononhearingloss.org.uk
Barnet Hospital	0845 111 4000 www.royalfree.nhs.uk
Blue Light Inforline (For independent and confidential support, advice and signposting for your mental health and wellbeing)	0300 303 3999 bluelightinfo@mind.org.uk
British Association for Counselling and Psychotherapy	0145 588 3300
British Deaf Association	0207 697 4140

British Institute for Brain Injured Children	01458 253344 www.bibic.org.uk
British Institute of Learning Disabilities	0121 415 6960 www.bild.org.uk
Caudwell Children	0845 300 1348 charity@caudwellchildren.com
Chase Farm Hospital	0845 111 4000 www.royalfree.nhs.uk
Child Brain Injury Trust	0303 303 2248. www.childbraininjurytrust.org
Children's Centres	0800 694 1066 www.enfield.gov.uk/if/info/23/childrens_centres

	if@enfield.gov.uk
Children's Hope Foundation	0203 086 8231 www.childrenshopefoundation.org.uk
CHIPS	chipscharity@aol.com www.chipscharity.org
Contact A Family	020 7608 870 info@cafamily.org.uk
Council for Disabled Children (CDC)	020 7843 1900 www.councilfordisabledchildren.org.uk
DAZU	020 8373 2720 www.dazu.co.uk dazu22@yahoo.com

Department for Education and Skills	Tel: 0870 000 2288 Tel: 0845 602 2260
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	Email: info@dfes.gsi.gov.uk Useful websites: www.dfes.gsi.gov.uk www.teachernet.gov.uk/wholeschool/behaviour/exclusion/guidance
Department of Education	0370 000 2288 www.gov.uk/dfe
Depression Alliance	0845 123 2320
Disability Right Commission	08457 622633 www.drc-gb.org
Disabled Students Allowance	www.gov.uk/disabled-students-allowances-dsas
DisabledGo	Phone: 0845 270 4627 Text: 07971 425213
Downs Syndrome Association	0333 1212 300 www.downs-syndrome.org.uk
DRC Helpline	Telephone:08457 622 633

Dyslexia Association	0115 924 6888 www.dyslexia.uk.net
Enfield National Autistic Society	07903 420016 sophie@enfieldnas.org.uk 0208 368 3839 emma@enfieldnas.org.uk
Enfield Parent Partnership Service	020 8373 2700 www.enfieldparents.org.uk/services/parent-partnershipservice

Enfield Parents & Children	020 8373 2726 www.enfieldparents.org.uk enquiries@enfieldparents.org.uk
Enfield Parents and Children	Tel: 020 8373 2700 (available term time ONLY) Fax: 020-8373-2701 info@enfieldparents.org.uk www.enfieldparents.org.uk

Every Life is for a Reason (ELIFAR)	www.elifarfoundation.org.uk
Family Fund	01904 621115 www.familyfund.org.uk
Family Nurse Partnership	0208 938 2676 www.fnp.nhs.uk
Foundation for People with Learning Disabilities – Getting a Job	General enquiries: 020 7803 1100 N.B. This is not an advice and support line
Home-Start Enfield	020 8373 2716 www.homestart-enfield.org.uk/index.html admin@homestart-enfield.org.uk

Independent Panel for Special Educational Needs (IPSEA)	0800 018 4016 www.ipesa.org.uk
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Informed Families	0800 694 1066 www.enfield.gov.uk/if if@enfield.gov.uk
IPSEA (Independent Parental Special Education Advice)	0800 0184016 www.ipsea.org.uk
Law School Pro Bono Centre (BPP)	www.schoolexclusions@bpplaw.co.uk
Lifeline4Kids	0207 794 1661 www.lifeline4kids.org
Local Government Ombudsman	Tel: 020 7217 4620 Website:www.lgo.org.uk

Mediation & Dispute Resolution	0207 359 3635 www.kids.org.uk/mediation
Provider: Kids	
Mencap	0808 808 1111 www.mencap.org.uk
Mental Health Foundation	0207 803 1101
National Apprenticeship Service	www.apprenticeships.org.uk
National Autistic Society	Autism Helpline 0808 800 4104 www.autism.org.uk
National Deaf Children's Society	0808 800 8880 www.ndcs.org.uk

New life Foundation	01543 468 888 www.newlifecharity.co.uk
North Middlesex University Hospital	020 8887 2000

	www.northmid.nhs.uk
Not Going to Uni	www.notgoingtouni.co.uk
Our Voice	07503 161248 www.ourvoiceenfield.org.uk carol@ourvoiceenfield.org.uk
Priority Trust	020 7193 0432 www.prioritytrust.org
Public Enquiry Unit	0870 000 2288 www.dfes.gsi.gov.uk info@dfes.gsi.gov.uk
REACT	020 8940 2575 www.reactcharity.org
Remploy	0300 456 8110 www.remploy.co.uk
Royal National Institute of Blind People	0303 123 9999 www.rnib.org.uk

Samaritans (Enfield)	0208 889 6888 0845 790 9090 (24hrs) www.samaritans.org
Save the Children UK Ltd	020 8741 4054 Savethechildren.org.uk

Save the Children UK Ltd	Tel: 020-8741-4054 Fax: 020-8741-4505 <a href="http://www.childrensleg
alcentre.com">http://www.childrensleg alcentre.com
School Appeals Service	Tel: 020 8379 3411/3422 Fax: 020 8379 3380 sai@enfield.gov.uk v.uk
Shine	01733 555988 www.shinecharity.org.uk
Short Breaks Network	01749 689259 www.shortbreaksnetwork.org.uk

Skills for Work	01865 512604 www.skillsforwork.co.uk
Sunny Days Fund	01376 528376 www.sunnydaysfund.org.uk
The Children's Trust	01737 365 000 www.thechildrenstrust.org.uk
The Commission for Racial Equality	020 7939 0000 www.cre.gov.uk
The Coram Children's Legal Centre	0808 802 0008 www.childrenslegalcentre.com
The Local Government Ombudsman	020 7217 4620 www.lgo.org.uk

The Secretary of State for Education and Skills (DfES)	Department for Education and Skills Sanctuary Buildings, Great Smith Street, London, SW1P
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The Special Educational Needs & Disabilities Tribunal	01325 289350 sendistqueries@hmcts.gsi.gov.uk
Together Supports people through mental health services	0207 780 7300
UCAS	0371 4680468 www.ucas.com
Unique (The rare chromosome disorder group)	01883 330766 www.rarechromo.co.uk
Whizz kids	020 7233 6600. www.whizz-kidz.org.uk
Young Minds Provides information and advice for anyone with concerns about the mental health of a child or young person)	0207 336 8445
The <u>Very Important Kids</u>	http://www.youngminds.org.uk/

Programme created by Young Minds for young people affected by Mental Health problems	
Child Line	0800 11 11
Lesbian and Gay Switchboard	0207 837 7324
Refugee Council (Britians largest organisation working with refugees and asylum seekers)	0207 346 6700
Teacher Support Network 24 Support line which gives teacher access to professional coaches and counsellors 365 days a year. They can also campaign for change within schools and education policies to improve the wellbeing, mental and physical health of teachers	0800 056 2561

Anxiety UK Works to relieve and support those living with anxiety disorders by providing information and support using an extensive range of services including 1-1 therapy	0844 477 5774
Hearing Voice Network For people who hear voices, see visions or other unusual perceptions	http://www.hearing-voices.org/

SAMAFAL Samafal Families Association (SFA) was established to support Black and Asian Minority Ethnic (BAME) Group women and their families to overcome barriers and properly integrate with the wider society.	http://www.samafal.org.uk/Default.aspx
Rethink We help people affected by mental illness by challenging attitudes and changing lives	http://www.rethink.org/home
Solace Womens Aid	0808 802 5565 http://solacewomensaid.org/
Mind In Enfield Mind in Enfield is a local independent charity, working in partnership with other statutory and voluntary organisations to provide a range of services to meet the needs of mental health service users and to challenge the stigma and isolation experienced by people who have mental health issues.	020 8887 1480 http://mind-in-enfield.org.uk/
Compass Provides treatment and care that enable adults and young people to recover from drugs and alcohol	http://www.compass-uk.org/

Place 2 B Is the leading children's mental health charity providing in-school support and expert training to improve the emotional wellbeing of pupils, families, teachers and school staff	http://www.place2be.org.uk/
YMCA	http://www.ymca.org.uk/
CHANCE UK Helps to improve the lives of primary school children with behavioural difficulties who are at risk of developing anti-social or criminal behaviour by offering them tailored, one-to-one mentoring with a carefully screened, trained and supervised adult.	http://www.chanceuk.com/
Buttle UK They provide emergency essentials to children and young living in extreme need	http://www.buttleuk.org/
Victim Support	https://www.victimsupport.org.uk/

5.17 Contact details for raising concerns

Carolyn Bathija Head Teacher

Amy Remy Deputy Headteacher

Jason Beckford Assistant Headteacher/ Inclusion Manager

Samantha Kieser SENDCo & DT LAC

5.18 The local authority local office

Our contribution to the Local Offer is published on the **Enfield Council Website**

Our local authority's local office is published here: <https://new.enfield.gov.uk/>

6. Monitoring arrangements

This policy and information report will be reviewed by the Inclusion Manager/ SENDCo 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.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Anti-Bullying Policy
- Inclusion Policy
- Behaviour policy

