

School Special Educational Needs and Disabilities (SEND) Information Report

How We Support Children with Special Educational Needs and Disabilities

What is the school's vision statement?

At Raynham Primary School we strive to create a holistic learning environment, which will raise achievement and promote mutual respect.

We enable each child to contribute fully to and be a valued member of the school and wider community.

All students have the right to a healthy, happy and safe environment.

In meeting our responsibilities, we have due regard to the SEND Code of Practice 2014 revised January 2015 and the Disability Discrimination Act 2001.

At Raynham Primary School we:

- ensure that all pupils are valued and treated equally irrespective of their backgrounds
- encourage pupils to respect one another
- ensure all children are safe
- work in close partnership with parents/carers and children
- ensure that Special Educational Needs and Disabilities are identified and assessed as early as possible
- ensure pupils' needs are met through the relevant agencies, staff training and carefully tailored individual and group interventions
- ensure that all children have access to a relevant, broad and balanced curriculum
- work proactively with the LA and other agencies, including Social Services, parent support groups, educational psychologists, Speech and Language Therapist, and medical services, in identifying, assessing and meeting the Special Educational Needs and Disabilities (SEND) of all pupils
- maintain and develop a range of expertise within the school
- monitor, review and evaluate policy and provision on a regular and systematic basis.

What type of school are we?

Raynham Primary is a larger than average sized school in Edmonton, North London (London Borough of Enfield), with approximately 800 children aged two to eleven on roll compared to the National Average of 281. Our school is made up of two buildings. Our three- storey Victorian building houses KS1 (Infants) and KS2 (Juniors). Our single storey building houses our Pre- school, Nursery, Reception and Nurture class.

The school is over one hundred years old. Classrooms are all around the perimeter of the halls in both the three-storey building and the Early Years single-storey building.

Over the past 8 years we have taken additional classes of children – we currently have one additional class in Year 5.

As of early September 2020, 11% of pupils at Raynham are identified as having SEND. This is below the national average of 15.4%. We currently have 22 pupils (3% of our total cohort) with an EHCP finalised; this is in line with the national average of 3.1%. However, as the needs of our pupils are continually assessed and reviewed, these numbers are likely to change throughout the year.

The majority of pupils (97.1%) are from a wide range of minority ethnic backgrounds. There are around 50 languages in the school with 72.5% of pupils for whom English is not their first language and this is much higher than the national average.

A high proportion of pupils are known to be eligible for the pupil premium, with 24% of children having been eligible for and claiming FSM at any time in the last 6 years.

Mobility is 27.5% - almost double the national average.

Our school environment

- The Early Years Building and ground floor of the main school building are accessible to wheelchairs. There are ramps to the entrances of the Early Years Building and main school entrance.
- The school has accessible toilet facilities which are suitable for wheelchair users
- The school buildings are maintained under legal guidelines to ensure accessibility for all
- Children's needs are assessed and evaluated on entry to the school and relevant resources and equipment are provided.
- The school is secure and has restricted access.

Who represents the Special Educational Needs and Disabilities (SEND) Team?

The Headteacher, 2 Deputy Headteachers, 3 Assistant Headteachers and the Special Educational Needs and Disabilities Co-ordinator (SENDCo) form the core team. In addition to the core team, there is a supplementary team consisting of 1 Nurture Teacher and 22 1:1 Teaching Assistants (LSAs) who support our most vulnerable pupils across the school.

What is our Ofsted rating?

Raynham was last inspected in September 2017 and was rated as a Good school overall:

Teaching and Learning – Good
Behaviour and Leadership – Outstanding

How do we know if a child has special educational needs?

Children are identified as having special educational needs or a disability through the SEND Code of Practice's four broad areas:

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

At Raynham Primary School we constantly monitor the progress of all our pupils. If a member

of staff feels that a child may have a special educational need or disability:

- A SEND concern/referral form is completed and sent to the SENDCO
- The SENDCO will visit the child in the classroom or playground to observe and talk to the child and talk to members of staff who work with the child
- The SENDCO will meet with parents to discuss the concerns or points observed in order to discuss how the child can be best supported in school
- An individual education plan (IEP) is created, with personalised targets and support to meet the individual's needs
- The IEP is reviewed at least once a term
- The child's special educational needs are uploaded onto the school information system so they can be part of the SEN register. This ensures that all school staff are aware of the pupil's needs so that they can be supported effectively.

Concerns can also be raised by parents or other agencies such as the Pre-school Speech and Language Service and the Service for Disabled Children. If a parent feels that their child has a need under one or more of the four broad areas of need, the parent should speak to the class teacher as a first point of contact to book a parent staff meeting. The parent can also phone the school and speak to the SENDCO to describe their child's needs.

Once a child's special educational needs have been identified, their progress is monitored through:

- Termly progress reviews with the class teacher, Deputy Headteacher, Assistant Headteachers and SENDCO
- Weekly staff planning meetings and department meetings
- Pupil observation, questioning and discussion
- Formal and informal assessments, for example;
 - The Year 1 phonics screen
 - Universally Speaking checklist Years 1 to 6, pre and emerging language screens for speech, language and communication difficulties (Nursery and Reception)
 - Class Teacher and standardised assessments for reading, spelling, mathematics, verbal and non-verbal reasoning.
 - Early Years staff use a digital programme to track progress against the Early Learning Goals.
- Discussions at Parent Consultation Meetings which are held termly, Stay and Play sessions, on an ad hoc basis, through the Learning Mentor or Pastoral Officer.
- Directly through the SENDCO via appointment system
- Teachers in the main school building (KS1 and KS2) are available to talk to parents by appointment. Appointments are organised through the school office. Parents are seen at the earliest possible opportunity.
- Teachers in the Early Years building (preschool, nursery, preschool and reception) see parents daily as they have an open door policy.

What are the common barriers to learning experienced by children/young people at the school?

- Communication difficulties in expressing themselves or understanding what others are communicating
- Poor working memory
- Difficulty with processing information
- Social interaction – Autism Spectrum Disorder (ASD)
- Emotional and social difficulties – making friends, relating to adults and peers, emotion management
- Attention and listening
- Specific learning difficulty with reading, writing, or number work
- Sensory processing difficulties
- Physical difficulties e.g. hearing or visual impairment, mobility
- Medical or health conditions which may slow down a child's progress and/or involves treatment that affects his or her education

The school has seen an increase in the number of children with autism coming into the school, especially in the Early Years classes. The school has skilled up the SENDCO and various class teachers and teaching assistants to meet the needs of these pupils and enable them to have access to the learning environment and curriculum. In planning appropriate provision for these pupils, the SENDCO works closely with the child's class teacher, setting up a workstation (when appropriate), visual schedule, transition board, colour-coded activity wallets, token board, first and then board and finished board. The SENDCO guides the class teacher and 1:1 TA (where required) to work with the child and encourage the child to follow adult-led activities and become involved in joint attention activities. This helps to alleviate the child from following his or her own interests all the time. Activities are kept short with frequent learning breaks which are incorporated in the child's personalised learning plan. The children have access to additional resources such as the sensory room and farm to further develop their social and language skills. Children with autism tend to play alongside their peers. The class teacher and 1:1 TA will encourage your child to play with other children be it in a turn taking game with a small group or a paired game. The SENDCO and class teachers work very closely with the child's parents and feedback is given on a daily basis where required.

What do we do to help children with special educational needs and disabilities?

- The school has a provision map that outlines all the additional interventions which are provided for all children. The provision map is updated as and when necessary. Interventions are carefully and appropriately selected for each child in accordance with their needs. The interventions are carefully monitored by the class teacher, SENDCO and Assistant Headteachers.
- At Raynham Primary School there is an established process to track and alert the SENDCO/Class teachers of any concerns. Your child is provided with appropriate interventions or individual support.
- Children are encouraged to become independent learners and once they are ready, the teaching assistant starts a transition period from dependency to independence.
- The Class Teacher is responsible for the education of all the children in their class and provides Quality First Teaching which incorporates differential methods and

styles to meet individual needs. The teacher and SENDCO jointly co-ordinate how the additional support is used.

- The 1:1 Teaching Assistant is directed by the class teacher and managed by the SENDCO and Senior Leadership Team.
- The class teacher is responsible for implementing the provision outlined on a child's Individual Education Plan (IEP), which is monitored during Termly Review meetings with the SENDCO. Parents and pupils are involved in the setting of IEP targets and you will have the opportunity to discuss your child's work, progress and set additional targets that you may want your child to work on at home.
- All staff involved with your child also contribute to the IEP targets.
- Concerns are highlighted and monitored over a reasonable period of time and parents are kept informed. If needs persist, then relevant professionals are invited to the school to meet with parents to discuss the child's needs and ways in which they can be supported.
- Your child may have a home/school book to aid communication between home and school. You are also kept informed of training sessions for parents through letters from intervention teachers, SENDCO and our monthly newsletter.

How do we adapt our teaching for children with special educational needs and disabilities?

- Class Teachers plan lessons in accordance with the creative curriculum. Lessons are differentiated to meet individual needs within the class. Specific needs are first met through Quality First teaching in accordance with the SEN Code of Practice. This is known as 'Wave 1' support. For children who need additional support, small-group intervention is put in place either within or outside the classroom (Wave 2). The purpose of this support is to enable the child to have access to the curriculum in a way/level which is appropriate for them. Children with more complex needs are supported through Wave 3 intervention which involves 1:1 support. This is enabled by a child having an Education Health and Care Plan (EHCP).

How do we adapt our teaching for children with special educational needs and disabilities?

- Class Teachers plan lessons in accordance with the creative curriculum. Lessons are differentiated to meet individual needs within the class. Specific needs are first met through Quality First teaching in accordance with the SEN Code of Practice. This is known as 'Wave 1' support. For children who need additional support, small-group intervention is put in place either within or outside the classroom (Wave 2). The purpose of this support is to enable the child to have access to the curriculum in a way/level which is appropriate for them. Children with more complex needs are supported through Wave 3 intervention which involves 1:1 support. This is enabled by a child having an Education Health and Care Plan (EHCP).
- Learning tasks are adjusted to enable your child to access the curriculum. Children who require more tactile activities are given practical activities tailored to address their needs.
- Learning resources are carefully chosen to suit individual learning styles/needs.
- Children with more complex needs such as developmental delay or autism may have an individualised daily plan.
- Class teachers and the SENDCO use assessment data and observation records to inform planning for children with special educational needs and disabilities.

How do we decide what resources we can give to a child with special educational needs and disabilities?

- The core team support the class teacher in planning for children with SEND and in making decisions about additional adult support where required.
- The core team meet regularly to discuss impact of Teaching Assistant support to ensure that support is matched to the needs of the child.
- We have class teaching assistants, 1:1 teaching assistants, qualified support teachers and Higher Level Teaching Assistants (HLTAs) that support small groups of which your child may be part of in and out of your child's class.
- Parents are kept informed of all the adults working in their child's class and parents of children who have 1:1 teaching assistants are introduced to their child's support worker from the outset. This allows for communication between school and home to take place either daily or weekly.
- Specially trained support staff implement the teachers' modified/adapted planning to support the needs of your child where necessary.
- Specific resources and strategies are used to support your child individually and in groups.
- Planning and teaching is adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to the curriculum and extra-curricular activities in school.
- School adapts the environment, wherever practicable to the needs of the children, including accessing specialist equipment if needed.
- The Early Years Intervention Team for Disabled Children provide enhanced support or 1:1 support through the Local Authority for children coming into our nursery. The level of support is dependent on your child's needs. 1:1 support means that your child has an additional adult supporting him/her in the nursery. Enhanced support means that your child has an additional adult supporting him/her and 1 or more children.

How do we check that a child is making progress and how do we keep parents informed?

- Your child's progress is continually monitored by his/her class teacher.
- The school has a Pupil Management Information System that enables teachers, Assessment Coordinators and the SEND Team to track pupils' progress through the collection of data. Teaching staff are able to produce individual learning profiles for each child. The tracker highlights pupils who are emerging, secure and advanced within their chronological age in reading, writing, mathematics and science. This tells us which children are working below, in line with, and above national expectations.
- Your child's progress is reviewed formally every term where assessments are shared in Reading, Writing, Maths and Science. In the Early Years, your child is assessed in 7 main areas as outlined in the Early Years Curriculum. Progress in other areas, such as attendance, engagement in learning and behaviour are also monitored.
- If your child is in Year 1 and above, but is not yet accessing the National Curriculum, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress.
- The government requires all schools to assess the children at the end of Reception, Year 2 and Year 6. The results from the assessments are published locally and nationally. Additionally, Year 1 children are assessed in Phonics. Those children not achieving national expectations are re-assessed in Year 2.
- The progress of children with an Education Health and Care Plan (EHCP) is formally

reviewed at an Annual Review with all persons involved with the child's education. This meeting is more child-centred and long term outcomes are discussed and set.

- The Core team will monitor your child's progress.
- If your child is still not making expected progress the school will discuss with you:
 - any concerns you may have
 - any further interventions or referrals to outside professionals to support your child's learning
 - how school and home can work together to support your child.
- A range of methods will be used to keep you informed, which may include:
 - Home/school book
 - Telephone messages
 - Letters/certificates sent home
 - Parent progress meetings
 - Additional meetings as required
 - Reports
- You will be shown ways of how you can help your child through parent English and Mathematics workshops, coffee mornings/training sessions, and parent consultation meetings termly or on request.

What support do we offer for children's health and general wellbeing?

The whole family situation is taken into consideration when supporting and communicating around a child with needs. Confidentiality is kept at all times.

Medical:

- If your child has any allergies, dietary needs or medical needs the school Welfare Officer will invite you into school to create a care plan.
- Care plans are updated yearly and are stored electronically on the school's business management system. Any additional changes during the year will require you to come in and meet with the Welfare Officer who will then update the Care Plan. You will be required to sign and date a hard copy of the Care Plan. You are able to contact the school Welfare Officer at any time during the school day between the hours of 8.30 am and 3.30 pm.
- All medicines are carefully monitored and recorded. Medicines are kept in a cupboard in the welfare room which can be locked and is situated on the ground floor. We have designated staff that have been trained by medical professionals to administer insulin and check blood sugar levels for our diabetic children. Staff administer medicines in a quiet, safe environment.
- Children who come into school feeling ill or with a medical complaint, or who become ill/have a medical complaint on site are taken by an adult/buddy or responsible child depending on the severity of the illness/complaint to the medical room, where the Welfare Officer logs the illness/complaint onto the school's system. Depending on the type of illness/medical complaint, the Welfare Officer will make a courtesy phone call home informing the parent that their child has had an accident in school, e.g. bumped head. However, in some instances, e.g. high temperature, you will be called to come and collect your child from school.
- Children who have accidents in the playground are either taken to the medical room

by an adult/buddy or responsible child or will be attended to by a first aider in the playground. If the accident requires first aid, the Welfare Officer or one of the trained first aiders will administer first aid.

- Hearing checks for reception children.
- Fluoride treatment for Reception children.
- Nasal spray for children in Reception, Year 1, 2, 3, 4 and 5.
- If there are any concerns the school Welfare Officer will ring you and discuss any issues.
- We have healthy schools status and provide fruit for Early Years and KS1 children and milk for pre- schoolers, nursery and reception.
- A healthy free school meal is available for all children in early years and KS1. We encourage children to bring healthy packed lunches to school.
- Children with complex medical needs have an initial meeting where all professionals including health and the school nurse are invited in order to discuss ways of managing the child's medical needs in school and the administering of medication for example, for pupils with epilepsy.
- We have children who require additional adult support in and out of class for various medical needs such as asthma, diabetes, flushing of gastro tube twice daily, administering the thickening aid for fluids.
- Where personal care is required e.g. nappy/pull up changing, two members of staff are always present.

Social:

- Your child's social and pastoral care is very important and sharing of your concerns with their class teacher/1:1 support assistant will help us all to work together.
- Children can access the pastoral officer and learning mentor throughout the school day if needed.
- The Inclusion Suite can be accessed by children at breaktimes and lunchtimes if a higher level of social support is needed.
- Your child is fully included in differentiated activities and pupils are encouraged to work together.
- We have a zero tolerance towards bullying or discrimination of any kind. Please see our Anti-Bullying and Equality policies on the school website:
<http://www.raynhamprimaryschool.co.uk/school/policies/>
If your child is finding it difficult to make friendships, pastoral support is given through the Pastoral Liaison Officer or Learning Mentor.
- Social stories are also used to promote social skills and understanding.
- New children are provided with an appropriate buddy.
- Staff in the playground will monitor your child and encourage them to interact with others. If there are any concerns their class teacher and the Core Team will be notified.
- Buddies may also be provided for children who are experiencing difficulties or require some support.
- Your child is also supported through lessons delivered through the Physical Health Social and Emotional (PHSE) curriculum.

Behaviour:

- If your child displays challenging behaviour, the Class teacher and Department Leader will keep you fully informed.
- Strategies will be devised and implemented in liaison with you.
- Discussions with parents may be crucial in finding the underlying reasons for challenging behaviour. Appropriate school staff (e.g. Pastoral Officer, Learning Mentor or SENDCO) will then endeavor to address any underlying concerns in a positive manner so that the child feels supported.
- Additional support will be provided if needed and advice will be sought from external professionals, if required.
- The Assistant Headteachers responsible for Early Years, KS1 and 2, Pastoral Officer, Learning Mentor, and the SENDCO will keep you informed and if necessary hold a meeting with all the professionals involved and yourself.

Attendance:

- It is important that your child comes to school every day and arrives on time.
- If your child has to regularly attend medical appointments please notify the school immediately and ensure they return to school as soon as possible.
- The Attendance Officer works closely with the Education Welfare Officer (EWO) and families to reduce absences and increase attendance. This involves meeting with parents, collecting pupils from home and sometimes escorting pupils home where required. The Pastoral Officer is involved if the family needs additional support. We meet with parents and occasionally families are taken to court if the child's attendance does not improve.

Safety:

- We have secured exits that allow children to enter the main school playground and we have secured school gates that require parents/carers to press the intercom for access into the school. We also have 2 full time site managers that manage and maintain the daily safety of the building and school grounds. We have fencing all around the school.
- Staff and visitors to the school have to sign in and out on an electronic system.
- We have CCTV around the school and we have a stair monitor rota for crowding and noise control. This helps our children to feel safe within their learning environment.

Child's views:

- From Year 3 upwards, your child contributes to reviewing and setting personal targets on their Individual Education Plan (IEP).
- Your child will attend his/her annual review and contribute to his/her Education Health and Care Plan.
- Your child is encouraged to discuss school issues that can be taken to the school council. We have children with SEND who are represented on the school council.
- If your child has a concern, he/she can go to see the Pastoral Officer.
- If your child has shared concerns with you, but they feel they cannot discuss them in school, please make an appointment with the class teacher, SENDCO or Pastoral

Officer and share them.

What support does the school provide to develop independence and prepare children/young people for adulthood?

At Raynham, independence and self-confidence are promoted across the school.

- We have Raynham Ambassadors and children are encouraged to apply formally for the position which involves them writing a short piece of text about their suitability as a Raynham Ambassador. The child is then invited for interview and if successful fulfils the post.
- Children are given special roles to fulfill in class and these monitor positions are rotated regularly to enable all children to experience an increased level of responsibility
- During PSHE lessons, children discuss important current issues and ways that they can be good citizens.
- Where children receive focused adult support, this support is gradually reduced as appropriate to the child's needs, in order for them to achieve a greater level of independence.
- Year 6 have access to a 'Success Club' run by an external company which specialises in mindfulness and wellbeing. These sessions provide children with self-help skills and methods with which they can cope with the pressures of potentially stressful situations, such as exams at secondary school.

What arrangements are in place to support children/young people who are 'looked after' and have SEND?

Currently, there are very few 'looked after' children (LAC) attending Raynham. When we have LAC in school, the Child Protection team monitor the progress and well-being of the children in school, as well as liaise with relevant external agencies (e.g. social services).

The designated teacher for LAC is Mrs Gepp.

Where a 'looked after child' also has SEND, the Child Protection team work closely with the SENDCO to ensure all of the child's additional needs are being met. This involves weekly meetings to discuss the child's progress and to evaluate the support being given.

How do we prepare for children joining our school and leaving our school?

In the early years foundation stage you will be visited at home by class teachers and early years practitioners. The purpose of the visit is to build up relationships between home and school, and to get to know your child before he/she starts school. A starting school booklet is completed with information on your child's needs, any allergies your child may have, and their likes and dislikes. The information in the booklet helps nursery and reception staff to plan a smoother transition for your child. Your child will then begin school on a part-time

basis until your child demonstrates that he/she is emotionally able to attend full time.

Moving classes:

- Transition information meetings for parents in the summer term.
- Relevant information will be passed on to the new class teacher including targets that your child has been working on.
- A social story is provided for all the children who will benefit from a visual prompt.
- When needed, a transition programme is planned.
- The child's needs always come first, therefore in some cases the Core SEND team may have meetings to discuss where reasonable adjustments need to be made in order to enable your child to have access to the curriculum.

If your child is moving to Key Stage 3

- A member of the Inclusion Team will invite the secondary staff into school to discuss the child and share strategies.
- Your child will make several visits to the new school with a member of our Pastoral team, and if possible staff from the new school will visit your child at Raynham.
- You will be supported through all transitions.
- The Edmonton Community Partnership provide a summer school for children who may find the transition to secondary school difficult. Please speak to the SENDCO if you would like your child to attend the summer school.

Additional Resources

- Nurture Class for pupils who have social, emotional and mental health needs (SEMH) in KS1 (Year 1 and 2)
- Tiger Team for children with gross motor difficulties – referral route to EYSI physiotherapist

Specialist external services we use when we think extra help is needed

Educational Psychologist

Speech and Language Therapist Social Services

Children and Adolescent Mental Health Service (CAMHS)

Outreach:- West Lea Special School, Russet House School

Occupational Therapy

Physiotherapy

Early Intervention Support Service – Foundation Stage Support Team

Joint Services for Disabled Children

Primary Behaviour Support Service (SWERRL Team)

DAZU- counselling

Family Support Service

Parent Partnership:-www.enfieldparents.org.uk/services/parent-partnership-service

Parent Support Unit

Citizens Advice Bureau :-www.enfieldcab.org.uk

Voluntary agencies:

National Autistic Society:-www.autism.org.uk

MENCAP:-www.mencap.org.uk

What training do teaching staff receive?

- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND. Training takes place on a regular basis.
- Staff have the opportunity to attend training courses run by internal and external agencies that are relevant to the needs of specific children in their class.
- Cluster groups of teachers trained to use Speech Language and Communication Screens.
- Training on Speech and Language Strategies to support children in class.
- Training in supporting children with Autism for Early Years, KS1 and KS2 staff.

How do we include children in activities and school trips?

- Individual, group and whole class risk assessments and accessibility are assessed prior to all trips.
- Parents, where necessary, and depending on their child's needs, are involved in the risk assessment. This sometimes involves the mutual agreement of using a buggy for our pupils with physical disability where mobility is compromised.
- Children attend trips at the discretion of school and parents.
- The school provides additional support if required.
- Strategies are provided and shared with parents to prepare pupils for visits and activities.

How are parents involved in school life?

- You are encouraged to discuss any concerns at the first opportunity.
- If English is not your first language, the school will endeavor to provide an interpreter if possible, or you may wish to bring a family member or friend along who can translate for you. It is important that you have a clear understanding of what is going on. The school has several members of staff who may be able to interpret for you
- The school will organise information meetings, workshops, summative reports, mathematics and science fairs.
- Informal discussions, newsletters, school website.
- Electronic notice boards, information leaflets.
- The school currently has 2 parent governors on the main governing body.
- Parent meetings are held by different departments.
- Phonics and mathematics training for parents delivered by staff.
- Year 6 information meeting around SATs.
- ESOL classes for parents of whom English is an additional language.

Who do I contact for more information or to discuss a concern?

- Class teacher is the first point of contact

- Assistant Headteacher for the phase your child is in e.g. Early Years (EY), KS1 (Year 1 and 2), top floor (Years 3 and 6) and middle floor (Years 4 and 5)
- Core Team
- If there are family matters that may be impacting on your child, you can talk to the SENDCO, (Miss Fox), the Pastoral Officer, (Mrs Gepp) or the Learning Mentor, (Mrs Anning).

Who can I contact to make a complaint?

- Formal complaints procedure: speak to the Headteacher who will delegate the investigation process to a member of the leadership team and liaise with the Local Authority Personnel or Safeguarding Team as appropriate. The complaints procedure is on the school website:
<http://www.raynhamprimaryschool.co.uk/school/policies/>

The Local Offer:

In addition to our school offer, Enfield Local Authority have a local offer which is published on the education section of their website. If your child is undergoing statutory assessment you will also be supported by the Local Authority Children's Services SEND Team. They will help you to understand the process. <https://new.enfield.gov.uk/services/children-and-education/local-offer/>

If your child has a special educational need and you wish to look at the school facilities you can contact:-

Miss Fox - Special Educational Needs and Disabilities Coordinator- 020 8807 4726

**This SEND information report was last updated in September 2020.
The next review date will be September 2021.**