NORTH STAR
COMMUNITY TRUST

SEND Policy
and
Information report

Primary and Secondary Academies

October 2026

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1.1 Introduction, legislation and guidance

North Star Community Trust comprises three primary schools and one secondary school. Our academy is mainstream and committed to the successful inclusion of pupils. We offer an inclusive curriculum and programme to ensure the best possible progress for all pupils. Successful inclusion is a key aim and this takes different forms depending on the needs of each individual child.

Legislation and guidance

The abilities and achievements of all pupils are valued equally. The implementation and monitoring of this policy ensures access to a broad and balanced curriculum for every pupil. A good working relationship with parents and parental involvement in understanding the needs of children and young people is essential to the planning of educational provision and educational opportunities.

This policy and information report is based on the DfE 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; and

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report.

Every Child Achieving and Thriving which sets out the government's vision for schools and special educational needs and disabilities (SEND) reform to support every child to achieve and thrive.

1.2 Our vision, aims and objectives

We are committed to providing an outstanding education and life-changing opportunities for every pupil. As we serve a diverse London community, we recognise and celebrate the unique strengths, experiences and aspirations that every child brings. With high levels of deprivation, and the proportion of pupils with Special Educational Needs and Disabilities (SEND) and those who speak English as an Additional Language (EAL) being higher than the national average, inclusion is not an additional element of our work; it is the foundation of everything we do.

Our vision is that all pupils achieve, thrive and feel that they truly belong within our school community. We believe that every child has the right to access a rich, ambitious and engaging curriculum, regardless of their starting point, background or individual needs. We are determined that barriers to learning are identified and addressed so that every pupil can succeed academically, socially and emotionally.

Ultimately, our ambition extends beyond academic success. We aim to develop confident, compassionate and resilient young people who are equipped to make a positive difference in the world around them. By nurturing a strong sense of identity, belonging and responsibility, we aspire for all pupils to become a force for positive change within their communities.

Through our unwavering commitment to inclusion, we will ensure that every child is known, valued and empowered to achieve their full potential, thrive in all aspects of school life and leave our school ready to contribute positively to society.

Aims and objectives

We will ensure that these aims and objectives are effectively applied through monitoring of SEND provision and of the achievement of the planned learning outcomes at each academy.

AIMS

- To provide a school environment that fosters a love of learning for all, encourages creativity and curiosity and inspires every child to achieve their full potential.
- To promote individual respect for co-operation in learning and for participation in the activities of the school community across the range of abilities and potential.
- To ensure that all pupils have access to a broad and balanced curriculum adapted appropriately to meet individual needs and ways of learning.
- To maintain an ongoing partnership with parents to better identify and clarify challenges to progress for pupils with Special Education Needs and Disabilities (SEND).

OBJECTIVES

- To identify and provide for pupils who have special educational needs and disabilities.
- To ensure early identification of pupils with SEND through the rigorous whole school tracking, monitoring and recording system.
- To encourage parents, and whenever possible the pupils themselves in identifying needs and planning to remove barriers to learning.
- To work within the guidance provided in the Special Educational Needs and Disability Code of Practice: 0 to 25 years
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs and Disability Co-ordinator (SENDCO) at each Academy.
- To provide support and advice for all staff working with SEND pupils; including termly training/CPD
- To emphasise personalised learning whenever this will support a pupil’s progress

Each academy will use its best endeavours to ensure that pupils with SEND receive the special educational provision they require. This includes identifying needs early, removing barriers to learning, making reasonable adjustments where required, and keeping provision under review so that pupils can make progress and achieve the best possible outcomes.

Each academy will ensure that inclusion is a whole-school responsibility. Leaders, including the SENDCo, will work with staff, pupils, parents, governors, Trustees and external professionals to identify and reduce barriers to learning, attendance, wellbeing and participation. We will maintain high expectations for pupils with SEND and will not lower ambition because a pupil has additional needs.

1.3 How do parents raise concerns about their child's learning difficulties or special educational needs?

A current parent can address any concerns initially by: -

Primary school	Secondary school
Meet with the class teacher / Leadership Team Alternatively ask to speak to the SENDCO	Meet with Head of Year / Deputy Head of Year Either may invite the SENDCo to attend

Prospective parents of children with SEND should contact the school office to arrange an appointment with the SENDCo. Contact details can be found in **APPENDIX 1**

For further details, please see **APPENDIX 2** for the 'SEND Identification Pathway'.

1.4 What is the definition of a special educational need in a child or young person?

A child or young person has a special educational need if he or she has a learning difficulty or disability, which calls for additional educational provision to be made for them.

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015) states: -

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

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

1.5 Types of Special Educational Needs and Disabilities we provide for

Our schools are inclusive and we make provision for children and young people with a wide range of SEND. There are four broad areas of need. Some children may have needs that fit within one area of need, some have needs that span two or more, and for others the precise area of need may not be clear from the outset.

a. Communication and interaction

Children and young people with speech, language and communication needs (SLCN) may have difficulty in communicating with others. This may be because they have difficulty expressing themselves, understanding what is being said to them, some may not understand or use social rules of communication.

Specific learning difficulties such as dyslexia, or physical or sensory impairment such as hearing loss, may also lead to communication difficulties.

Pupils with Autism may experience differences in communication, social interaction and sensory processing. They may also find changes to routines challenging, experience heightened anxiety, or require support with attention and self-regulation.

We support pupils who have English as an additional language (EAL) however they are not considered SEND, unless they have an additional learning need or physical and sensory need.

Further information can be found in our Inclusion policy available on the policy page of our school website.

b. Cognition and learning (Executive functioning)

Support for learning difficulties may be required when children and young people learn at a different pace than their peers, even with appropriate teacher adaptation.

Children with slower processing speeds may take longer to understand information, think through tasks, and respond to questions, meaning they may need extra time, clear instructions, and appropriate support to demonstrate their learning effectively.

Learning difficulties cover a wide range of needs, where a child's attainment is significantly below expected levels in most areas of the curriculum, despite appropriate adaptations.

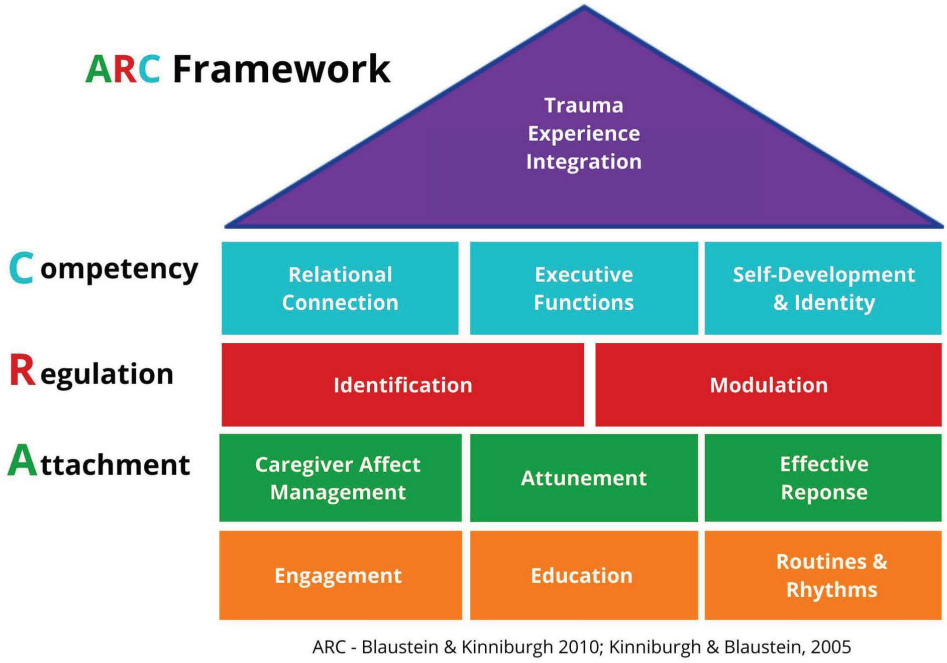
Some children may have specific learning difficulties (SpLD), including dyslexia, dyscalculia and dyspraxia, and may require additional support.

c. Social, emotional and mental health difficulties

For some children and young people, difficulties in their social and emotional development, can mean that they require additional and different provision in order for them to achieve.

Some pupils may have other neurodivergent needs.

All schools work within a trauma informed framework. This practice acknowledges children's adverse experiences and how this impacts their development in some cases leading to mental health difficulties such as stress, anxiety or depression. Schools work within the ARC Framework to meet the needs of all children in this area.



ARC - Blaustein & Kinniburgh 2010; Kinniburgh & Blaustein, 2005

d. Sensory and / or physical needs

There are many sensory and physical difficulties that could affect children and young people across the ability range.

These may include: -

- a Visual Impairment (VI) or a Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical disability (PD)

Some children with sensory and/or physical needs may require adaptations to the curriculum, their study programme and the physical environment. Many such adaptations may be required as reasonable adjustments under the Equality Act 2010.

1.6 How do we identify and assess pupils with SEND?

All pupils are taught a broad and balanced curriculum. Their progress, including the personal, social and emotional development of all pupils, is carefully monitored.

We recognise that it is important to identify additional needs at an early stage in order to help children or young people to achieve their full potential.

Leaders will ensure that emerging or changing needs are identified quickly and accurately. Where appropriate, the academy will seek specialist advice and will implement reasonable adjustments and additional or different provision in line with the Equality Act 2010, the SEND Code of Practice and the graduated approach.

This includes: -

- A baseline assessment process for new admissions that identifies the child's current attainment and starting point;

- Close liaison with parents and other schools prior to admission, which can include school or home visits by the class teacher or member of the senior leadership team (SLT).

- Teachers, SENDCo and teaching assistants spending additional time with a new cohort of children to identify any barriers to learning;

- Meetings with class teachers, form tutors, subject leads, Heads of Year, Senior Leadership Team including the SENDCo and Trust's Safeguarding Team (where appropriate);

- Class teachers to identify any emerging concerns regarding individuals or groups and share with the SENDCo.

When a child is identified as requiring extra support, parents will be kept informed by the child's teacher or by a member of the SEND team.

Additional provision is made for these pupils, and their progress is monitored by the school's senior leaders. Sometimes an intervention may be necessary to offer additional support in a particular area of the curriculum or to help pupils develop their social skills or confidence as learners.

We offer a range of specific interventions for the core subjects and also for the four main areas of need set out in the SEND Code of Practice.

The impact of interventions for learners with SEND is reviewed regularly.

Please see **APPENDIX 3** and **APPENDIX 4** for the SEND Intervention Overviews.

If progress continues to be a cause for concern: -

	Primary school	Secondary school
1.	The class teacher will liaise with the SENDCo and parents.	The Year Achievement Manager will liaise with the SENDCo and parents.

	Both primary and secondary
2.	With the consent of parents / carers, an assessment may also be arranged from a Speech and Language Therapist, an Education Psychologist and / or external professionals
3.	Assessment, information will be gathered to inform the decision whether to place the child on the SEND Register
4.	A learning support plan will be agreed and created

A learning support plan identifies classroom strategies that can further support learning and development. Pupils views may form part of this process and be reflected in the plan. The plan will include strategies for parents to support their child at home. The outcomes and progress made towards these will be reviewed regularly by the class teacher, parents and children.

Where a pupil needs support beyond what's ordinarily available, we will consult with parents/carers and relevant professionals and request an Education, Health and Care needs assessment from the Local Authority.

We follow statutory guidance as part of the SEN Code of Practice (2015) to identify and assess children with SEND. This is known as the graduated approach and takes the form of a four-part cycle (assess, plan, do, review).



ASSESS how best to support your child and their specific needs

PLAN the provision to meet your child's aspirations and agreed outcomes

DO put the provision in place to meet those outcomes

REVIEW the support and progress. Parents / carers and pupils are involved in reviewing progress and the pupils' view is taken into consideration.

1.7 Who will support pupils?

The class teacher is responsible for the progress and support of all pupils in their. Each school has a range of specialist staff to support pupils with SEND.

The SENDCo will have sufficient authority within the academy's leadership structure to lead whole-school improvement for pupils with SEND. The SENDCo will work with senior leaders, teachers, support staff and external professionals to ensure that provision is understood, implemented, monitored and reviewed.

We also work closely with a number of other agencies (e.g. Speech and Language Therapists, CAMHS, Play Therapists, Enfield's Primary Inclusion Team, Family Based Solutions, 'My Young Minds' Enfield, Enfield Advisory Service for Autism, Hearing / Vision Impairment Service, Occupational Therapists, Educational Psychologists) and this external support is facilitated and reviewed by the SENDCo or class teacher to ensure it allows pupils to progress towards agreed outcomes.

1.8 How do we evaluate the effectiveness of the provision made for pupils with SEND?

Monitoring progress is an integral part of teaching and learning within our academy. Regular pupil progress meetings monitor the progress in all curriculum areas. This includes teacher assessments and data to identify pupils who may be working below age-related expectations.

Reviewing provision is part of our everyday practice and takes place not only in our pupil progress meetings, but also in response to every lesson. We are continuously assessing, responding to what the pupils tell us and adapting our provision based on this.

The effectiveness of SEND provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of teachers and pupils on how successful the provision has been in enabling them to achieve their outcomes.

Quantitative data will examine both progress and attainment levels compared to those achieved across the Trust and nationally for pupils with the same prior learning level. This data will be shared with staff, governors, Trustees and may be reviewed by external moderators such as Ofsted.

Leaders will systematically monitor the impact of SEND provision, including adaptations, interventions, reasonable adjustments and specialist support. This will include reviewing pupils'

progress, achievement, attendance, behaviour, wellbeing, pupil voice and parent feedback. Where provision is not having the intended impact, leaders will adjust support promptly.

Each Local Governing Body will oversee SEND and inclusion at academy level through a designated governance responsibility or committee reporting. Trustees will maintain Trust-wide oversight, receiving assurance on statutory compliance, SEND provision and outcomes, accessibility, and the development and impact of the Trust's inclusion strategy.

1.9 What is our approach to teaching pupils with SEND?

Our academies use three waves of provision to support pupils with SEND:

Wave 1

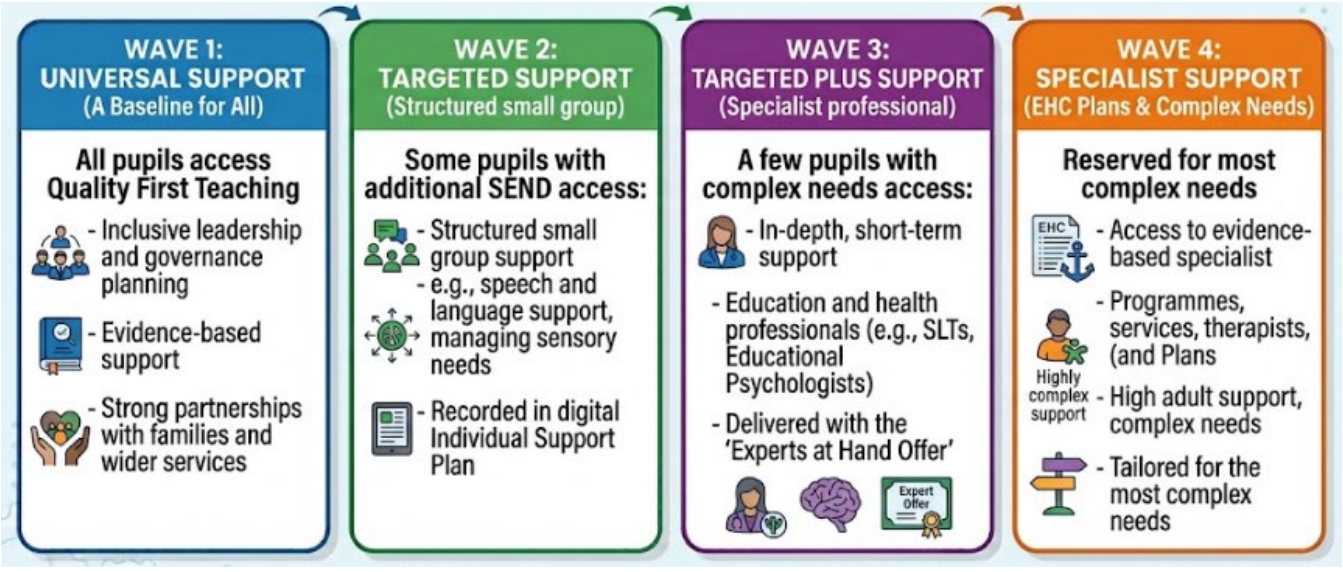
Universal, quality first teaching
Please also see the local authority document entitled '*Ordinarily available provision in all Enfield schools and colleges*' available on the SEND page of the school website.

Wave 2

Additional, targeted provision to enable children to work at or above age related expectations

Wave 3 & Wave 4

Specialist, highly personalised, evidenced based intervention and / or EHCP specialist support



1.10 How do we enable pupils with SEND to engage in all activities?

We adhere to the guidance detailed in the Equality Act 2010. We believe that all pupils should have equal opportunities. Children and young people registered as needing SEND support will have full access to the Curriculum in keeping with our Equalities policy (available on our website).

We are keen to work with parents / carers to ensure that their children achieve their full potential in all areas of academy school life and the wider community.

We will risk-assess and if possible make the adaptations needed in order to meet individual needs.

Pupils with SEND, including those with an EHCP, are encouraged and supported to access the full range of clubs, trips, educational visits and activities offered by the school. Careful planning ensures venues and activities are accessible, with appropriate support provided so that all pupils can participate alongside their peers, both in and beyond the classroom

Where a pupil accesses an inclusion base, enhanced provision, off-site provision or alternative provision, leaders will ensure that the provision is suitable, safe, in the pupil's best interests and supports meaningful participation in school life wherever appropriate. The academy remains responsible for the pupil's education, welfare, safeguarding, attendance and progress.

1.11 How will pupils be involved in decisions regarding provision that can better meet their needs?

We use individualised learning support plans (LSPs) which include pupils' voice (where appropriate). This information is reviewed each term with parent, pupils and class teachers

We have a child centred approach to Annual Reviews, for pupils with an EHCP. Pupils are given an opportunity to contribute to annual review meetings.

1.12 How do we consult with parents of pupils with SEND and involve them in their child's education?

We promote positive partnerships with parents and actively work with them to enable their children to achieve their best.

We recognise parents / carers are the main/first educators of their children and we operate an 'open-door' policy to share information, as well as more formal consultation evenings.

At all stages, we work with parents to agree on the best decisions and provision for their children prior to them being added to the register of Special Educational Needs and / or Disabilities where appropriate.

Every effort is made to strengthen home/school links and to encourage parents to work with their children and staff in order to overcome barriers to learning.

The following are some of the things available to parents within our primary and secondary academies: -

- Regular opportunities to meet with parents to gather their views;
- Drop-in opportunities or meetings by appointment with our SENDCo;
- Stay & Play with Early Years;
- Transition meetings;
- We are happy to offer individuals appointments to discuss specific issues with parents / carers about their child's progress;
- Outreach Team parent programmes;
- Phone consultations for secondary pupils;
- Pupil profiles and / or learning support plans shared with parents during consultations.

1.13 How do we support SEND pupils moving between different phases of education?

We believe that a strong transition programme is fundamental to supporting pupils with their next steps in their learning journey.

Transition between year groups

Transition to the next year group within the academy is carefully planned. Transition is personalised according to the child's SEND needs (for example. additional 'drop in sessions' to the classroom or 'drop by' sessions by the new teacher and / or teaching assistant of their new class; transition books of their new classroom, new adults and timetables are sent home over the summer to prepare the child for the new academic year.)

When a child reaches the transition to Key Stage 3, their class teacher and the SENDCo will invite the SENDCo in from the relevant secondary school / academy to discuss the additional needs they may have.

In some cases, they may also arrange to visit the school with the pupil in an enhanced transition bespoke to the child's needs. Some Year 6 pupils will complete a six-week Secondary Transition Programme in the summer term (written by the Enfield Speech and Language Therapy Service) to help them prepare for the challenges of secondary school.

An enhanced transition is offered to all students with an EHCP and identified pupils who require more support with transition during the summer term of Year 6.

Primary school	Secondary school
Parents / carers are invited to meet their child's new class teacher prior to their transition to a new class / environment.	Parents are invited to meet the Careers Advisor from the local authority in Year 9 and 11 during their child's Annual Review for support and advice on 'next steps'. Students receive bespoke support from members of the SEND team when applying for a college placement

Transition from primary to secondary academy

When a child reaches the transition to Key Stage 3, their class teachers and the SENDCo will arrange to meet with staff from the secondary school / academy to discuss any additional needs they may have. This may take the form of a school visit by a member of the Inclusion Team.

Key Stage 3 settings provide additional induction arrangements for pupils who require extra support, whether this be a need relating to their academic or personal, social and emotional development.

Parents / carers will also be invited to Open Events and 'Taster Days' where they will receive the information needed to support their child with their transition.

When a pupil with an EHCP is transferring to a secondary school / academy, the receiving school is invited to attend the annual review meeting in Year 6 in which a bespoke transition plan will be discussed / drawn up as part of the annual review. Further to this, pupils with an EHCP and parents transferring to our secondary academy are invited, with parents and keyworker, to an enhanced transition meeting where students will receive a school tour, meet with relevant school staff.

When a pupil does not have an EHCP, but who has specific needs or is vulnerable, the SENDCo will speak to the SENDCo of the receiving school, most commonly by arranging a similar transition / handover visit to the school.

Transition from secondary academy

Throughout Key Stage 4 pupils undertake a consultation process that includes regular meetings and discussions with parents, teachers, Heads of Year and the SENDCo. These meetings address relevant GCSE option choices, career pathways, work experience, further education aspirations and relevant access arrangements for GCSE exams.

All pupils with an Education Health and Care plan have input from Enfield SEND Careers service as well as any other relevant agencies such as Speech and Language Service, further education staff or Educational Psychologists. In addition to this, all pupils undertake work experience in year 10 to

provide them with employability skills. Prior to work experience, SEND pupils are provided with additional support to identify and prepare for work experience and Learning Support Team monitor their progress regularly during this time.

Through consultation with parents, pupils and staff, relevant career pathways are identified for pupils with SEND with the intention of maximising opportunities relating to their strengths, attainment and employment. Pupils may undertake alternative pathways at GCSE that include BTEC.

Those who decide to stay on to the 6th Form will have support from their Keyworker and careers advice from the Local Authority in addition to the universal offer when it comes to making a decision about what they will do once they leave the academy.

Parents can also gain information about their pupil's academic progress and behaviour information through web access to our monitoring software.

Transition planning will take account of the pupil's SEND, aspirations, attendance, wellbeing, safeguarding needs and preparation for adulthood. From Year 9 onwards, reviews for pupils with EHCPs will include a clear focus on preparation for adulthood, including education, employment, independence, health and participation in the community.

1.14 What support will there be for my child's well-being?

We have a whole-school approach to promoting the health and well-being of all of our pupils. We recognise that all adults have a full and active part to play in protecting our pupils from harm and that every child's welfare is our paramount and collective concern, as identified in our Safeguarding, Child protection and associated procedures (available on our website).

Children and young people are encouraged to contribute their views on school life and to have an active role in school leadership through surveys, opportunities to apply for student leadership opportunities such as student council, peer mentoring and prefects positions. They are encouraged to give their views to class teachers, members of the Senior Leadership Team or the Trust's Safeguarding Team.

We recognise that pupils with SEND may be more vulnerable to bullying, isolation or social difficulties. Each academy will take proactive steps to prevent bullying and promote social inclusion. This may include pastoral monitoring, trusted adults, pupil voice, peer support where appropriate, PSHE and curriculum work, staff vigilance during unstructured times, and prompt action under the Behaviour and Anti-Bullying Policy where concerns arise.

Staff will be alert to the increased safeguarding and wellbeing vulnerabilities that some pupils with SEND may experience, including pupils with communication needs, pupils who do not communicate verbally, pupils with social, emotional and mental health needs, and pupils accessing provision away from the main school site. Pupils will be supported to express their views in a way that is accessible to them.

Where attendance, behaviour or emotional wellbeing concerns may be linked to SEND, staff will consider whether further assessment, reasonable adjustments, specialist advice or early help is

required. Behaviour support will be planned in a way that recognises individual need while maintaining high expectations and a safe learning environment for all pupils.

For pupils with SEND who are looked after by the local authority, the SENDCo will work closely with the Designated Teacher, carers, social worker, Virtual School and relevant external professionals. This will help ensure that SEND provision, the Personal Education Plan, any EHCP arrangements and wider pastoral support are aligned, reviewed regularly and focused on securing the best possible educational and wider outcomes for the pupil.

We use a trauma informed approach to help pupils develop into healthy, confident adults. Our academy provides a caring, safe and inclusive environment where pupils feel a sense of belonging and can seek support when needed. Personal, social and emotional support is available throughout their educational journey, including access to specialist services where appropriate.

Pupils with medical conditions and allergies have the same right to school admission as all other children. This is managed in accordance with our Supporting pupils with medical conditions policy and our Allergy policy, which can be found on our website.

All school-based staff will complete training on Anaphylaxis, Buccal Midazolam and how to treat an asthma attack, (training is provided for staff on a yearly basis). Our team includes qualified staff members trained to administer first aid.

1.15 What staff support and services are available?

Support from the academy

- Head teachers
- Senior leaders
- SENDCo
- Support staff
- Play Therapist or Counsellor
- The Trust's Speech and Language Therapist
- The Trust's Safeguarding Team
- The Trust's Educational Psychologist
- Enhanced provision at 'The Nest' (located at our Woodpecker Hall Academy site). An enhanced provision with specialist support is available for Key Stage 1 and Key Stage 2 pupils following an assessment of their need.

Support from London Borough of Enfield services

- CAMHS www.behcamhs.nhs.uk
- Educational Psychologists
- Enfield Advisory Service for Autism (EASA) www.enfieldasa.org.uk
- Enfield Communication Support Service (ECASS) https://ecass.org.uk/
- Hearing Impairment Service
- My Young Minds (Enfield)
- Occupational Therapist
- Primary Inclusion Team / Secondary Support Service
- Social Workers
- Speech and Language Therapist
- Visual Impairment Service
- Young Carers

We also source information from Enfield's local offer for SEND: - www.enfield.gov.uk/services/children-and-education/local-offer

Specialist Services staff will liaise with academy staff about the progress of pupils they are working with and where relevant this is relayed back to parents and other relevant staff.

1.16 What expertise and training do staff have to support pupils with SEND?

We make every effort to ensure that staff are kept up to date with relevant training and developments in relation to the needs of pupils with SEND. As well as training from our SENDCos, training may be from the Trust's Educational Psychologist or by an external provider. (NB training is ongoing and reflective of the particular needs of individual or groups of children at any point in time).

We encourage our support staff to sign up to various courses which Enfield's Professional Development Service offers for SEND / Inclusion. In-house training on SEND is delivered across the schools as required and staff can also request training that is relevant to the needs of pupils in the class.

1.17 How accessible are our schools?

We have arrangements in place for the admission of pupils with disabilities. We recognise that some of our pupils, parents, staff and visitors may have specific, individual needs when using school facilities. Please refer to the Accessibility plan (available on the policy section of the website).

Each academy will publish and review its Accessibility Plan in line with statutory requirements. The plan will set out how the academy intends to improve access to the curriculum, the physical environment and information for disabled pupils, parents and visitors over time.

Each academy will make reasonable adjustments to procedures, practices and provision where required and will take reasonable steps to prevent disabled pupils from being treated less favourably than others. Accessibility priorities will be considered as part of the academy's wider SEND, equality and improvement planning.

1.18 Inclusion strategy

By 31 December 2026, each academy will publish an inclusion strategy on its website in line with the Department for Education guidance, Developing an inclusion strategy using the inclusive mainstream fund.

The Trust and each academy will maintain a clear inclusion strategy that sets out how barriers to learning, attendance, wellbeing and participation will be identified and reduced. This will include how available funding, staffing, specialist provision and external support are used to meet the needs of the cohort and improve inclusive practice across the school.

The inclusion strategy will sit alongside this SEND Policy and Information Report. It will cover the DfE's seven principles of inclusion, including leadership and governance, early intervention, adaptive teaching, enrichment, belonging and attendance, family and wider service partnerships, and accessibility.

The inclusion strategy will be reviewed regularly by leaders and reported through the Trust's governance arrangements.

1.19 How can parents raise a concern about their child's progress?

If you have concerns about your child's progress you should speak to: -

Primary school	Secondary school
Class teacher	Head of Year

If you are not happy that the concerns are being managed and that your child is still not making progress you should ask to speak with the SENDCo. If you are still unhappy, you should ask to speak with the Head teacher.

Should a parent / carer still feel we have failed to address their concerns, a copy of our Complaints Procedure is available on the policy page of the academy website.

1.20 How can parents give feedback on the SEND information report?

The SEND Information report is reviewed at least annually. We welcome parental feedback either directly or in writing. Please see **APPENDIX 1** for SENDCo contact details.

1.21 Resources

The annual audit and preparation for setting the actions on the Academy Development Plan provides the opportunity to look at the overall SEND budget. The SEND budget includes money for Teaching Assistants and for purchasing additional services. Careful assessment of pupil progress helps to provide indication of value for money against different activities and interventions.

1.22 Additional support services

Our Voice

A parent led organisation seeking to improve services for children with disabilities in Enfield
www.ourvoiceenfield.org.uk

ConnectEd

Understanding children's mental health & emotional wellbeing
www.ccsconnected.org.uk

Contact a family

A national charity which supports families of disabled children
www.cafamily.org.uk/

Council for disabled children

www.councilfordisabledchildren.org.uk

Enfield's Local Offer for SEND

Further to Section 1.15 above, Enfield also offer support directly to parents
www.enfield.gov.uk/services/children-and-education/local-offer

Enfield SENDIASS (SEND Information, Advice and Support Service)

Independent advice for parents
https://epandc.org.uk/services/sendiass/
https://centre404.org.uk/our-services/support-for-families-2-2/

Informed families

Provides Family Information and Support on services for 0 to 25-year-olds.
https://new.enfield.gov.uk/if/

IPSEA (Independent Parental Special Education Advice)

A national charity which provides advice to families who have children with SEND. www.ipsea.org.uk

1.23 Review

This report will be reviewed at least annually or as soon as any changes to the information occur during the academic year.

SENDCo Contacts information

APPENDIX 1

The senior leadership team of each academy are responsible for overseeing the SEND provision and SENDCOs are responsible for the day-to-day provision of education.

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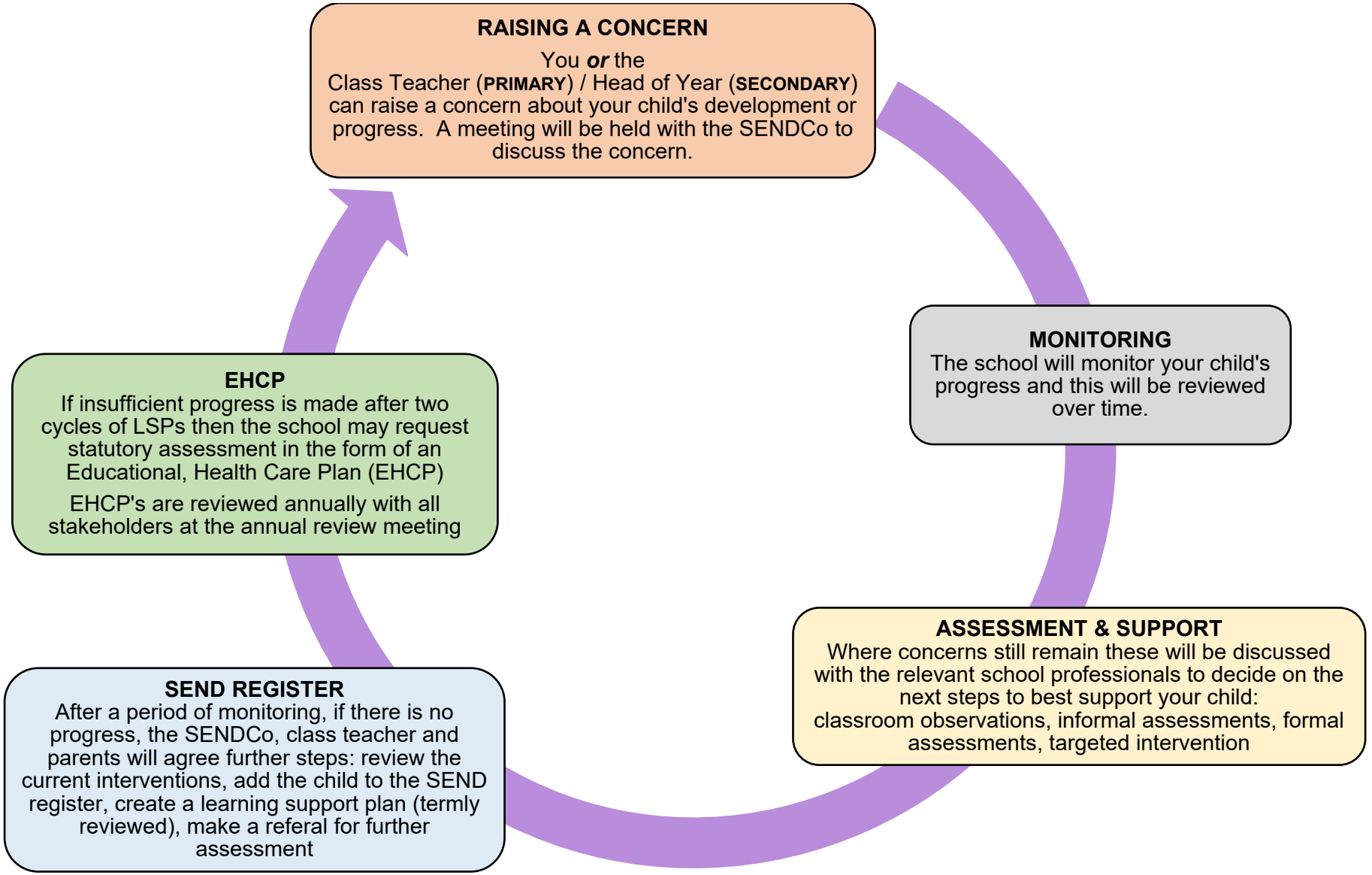
020 8443 0708

www.woodpeckerhallacademy.org.uk/Special-Educational-Needs

Head teacher Nicky Ross

SEND Identification pathway

APPENDIX 2



SEND Primary interventions can include: -

APPENDIX 3

Communication & Interaction

Developing the following skills;

- Understanding and following instructions
- Listening and attention skills
- Verbal communication
- Non-verbal communication (e.g. gestures, facial expressions, body language)
- Conversation skills and turn-taking
- Asking and answering questions
- Vocabulary development
- Speech clarity and pronunciation
- Social communication skills

NB: Interventions may include but are not limited to:

LASSEY
Speech & Language
3-4 yrs

LASS
Speech, Language & Social Skills
4-5 yrs

Language For Thinking
KS1 & KS2

Language for Behaviour & Emotions
KS2

Lego Therapy
KS1 & KS2

Social Interactions
Lunch clubs, listening & attention games
KS1/KS2

Cognition & Learning

Developing the following skills;

- Attention and concentration
- Memory and recall
- Processing and retaining information
- Problem-solving and reasoning
- Literacy skills, including reading, spelling, comprehension and writing
- Numeracy and mathematical understanding
- Organisational and study skills
- Sequencing and planning
- Independent learning skills
- Executive functioning skills
- Confidence and resilience in learning

NB: Interventions may include but are not limited to:

Nessy
Online **Reading & spelling** for dyslexic pupils- KS1

Lexia
Online Reading & spelling for dyslexic pupils- KS2

Nessy
Online **Maths** for pupils with dyscalculia- KS1

15mins a day/ 5min Box
Reading intervention
KS1

Reading
Complete Comprehension/ Project x KS1/ KS2

Read Write Inc.
Targeted early reading intervention
EY's & KS1

Social, Emotional & Mental Health

Developing the following skills;

- Emotional literacy and emotional awareness
- Self-regulation and emotional regulation
- Resilience and coping strategies
- Self-esteem and self-confidence
- Empathy and understanding others' perspectives
- Managing anxiety and stress
- Problem solving & flexible thinking
- Motivation and engagement
- Anger management
- Mindfulness and wellbeing strategies
- Attendance and engagement with school

NB: Interventions may include but are not limited to:

Wellbeing Groups
One to one or small groups e.g. ELSA, Nurture Group KS1& KS2

Creative Groups
One to one or small groups e.g. Drawing for Talking, Creative art therapy
KS1& KS2

Play Therapy
A qualified counsellor helps pupils understand their feelings through play. KS1& KS2

Zones of Regulation
Helps children recognise, understand & manage their emotions
EY's, KS1/2

Sensory & Physical

Developing the following skills;

- Fine motor skills
- Gross motor skills
- Hand-eye coordination
- Balance and stability
- Sensory processing and regulation
- Body awareness and spatial awareness
- Independence in personal care and daily living skills
- Attention and concentration through sensory regulation
- Organisation and independence
- Stamina and endurance
- Safe movement and risk awareness

NB: Interventions may include but are not limited to:

Tiger Teams
Physical intervention to promote fine and gross motor skills
KS1& KS2

Sensory Circuit
Help sensory processing, self-regulation, attention & concentration, readiness for learning. EY's & KS1/2

Handwriting
Small group handwriting practice OT input.
KS1& KS2

Sensory
Relaxation and calming strategies- sensory/ messy play
KS1& KS2

SEND Secondary interventions can include: -

APPENDIX 4

Communication & Interaction

Developing the following skills;

- Understanding and following instructions
- Listening and attention skills
- Verbal communication
- Non-verbal communication (e.g. gestures, facial expressions, body language)
- Conversation skills and turn-taking
- Asking and answering questions
- Vocabulary development
- Speech clarity and pronunciation
- Social communication skills

NB: Interventions may include but are not limited to:

- **Vocabulary Group**
- **Interview Skills Year 11**
- **Language For Thinking**
- **Language for Behaviour & Emotions**
- **Lego Therapy**
- **Social Interactions** – Lunch clubs, break clubs, friendship building groups

Cognition & Learning

Developing the following skills;

- Attention and concentration
- Memory and recall
- Processing and retaining information
- Problem-solving and reasoning
- Literacy skills, including reading, spelling, comprehension and writing
- Numeracy and mathematical understanding
- Organisational and study skills
- Sequencing and planning
- Independent learning skills
- Executive functioning skills
- Confidence and resilience in learning

NB: Interventions may include but are not limited to:

- **Lexia** – Online Reading & spelling for dyslexic
- **Numeracy Intervention**
- **Reading** – Complete Comprehension
- **Phonics** – CVC Words
- **Study Support** – KS4 GCSE Option

Social, Emotional & Mental Health

Developing the following skills;

- Emotional literacy and emotional awareness
- Self-regulation and emotional regulation
- Resilience and coping strategies
- Self-esteem and self-confidence
- Empathy and understanding others' perspectives
- Managing anxiety and stress
- Problem solving & flexible thinking
- Motivation and engagement
- Anger management
- Mindfulness and wellbeing strategies
- Attendance and engagement with school

NB: Interventions may include but are not limited to:

- **Peer Mentoring**
- **Emotional regulation interventions**
- **Counselling** – A Qualified counsellor helps pupils understand their feelings
- **Hygiene Group** – Understanding the importance of personal care

Sensory & Physical

Developing the following skills;

- Fine motor skills
- Gross motor skills
- Hand-eye coordination
- Balance and stability
- Sensory processing and regulation
- Body awareness and spatial awareness
- Independence in personal care and daily living skills
- Attention and concentration through sensory regulation
- Organisation and independence
- Stamina and endurance
- Safe movement and risk awareness

NB: Interventions may include but are not limited to:

- **Physio** – 1:1 physio sessions as guided by Physio Therapist
- **Touch Typing**
- **Handwriting** – Small group handwriting
- **Sensory** – Relaxation and calming strategies-

SEND Glossary of terms

APPENDIX 5

	Achievement	The result of striving towards a sense of personal success and achieving as highly as possible. A combination of a child's progress and attainment.
	Additional needs	Describes a group of children who require additional support to help them make improved progress or catch up, which may be a short-term intervention or a longer-term strategy.
	Assessment	Assessment is the systematic process of assessing the needs, circumstances or progress of a child against an established scale or standardised benchmarks, with the intention of understanding the child's needs so that decisions can be made about appropriate support (or to confirm that no additional help is required).
	Attainment	Achievement evaluated against specified standards, generally in national expectations.
ADD	Attention Deficit Disorder	ADHD is a medical diagnosis related to the child's behaviour and attention span, which can affect their ability to concentrate and learn.
ADHD	Attention Deficit & Hyperactivity Disorder	ADHD is a medical condition. A person with ADHD has differences in brain development and brain activity that affect attention, the ability to sit still, and self-control. ADHD can affect a child at school, at home, and in friendships.
AR	Annual Review	The statutory yearly review of a statement of special educational needs. The local authority carries out such a review within 12 months of making an Education, Health and Care plan, or within 12 months of any previous review.
	Assess, Plan, Do, Review Cycle	SEND support takes the form of a four-part cycle (assess, plan, do, review) through which, the school regularly reviews and refines their approach to best meet the needs of the pupil. This is known as the graduated approach.
ASD	Autistic Spectrum Disorder	ASD is a lifelong developmental disorder. It affects how a person communicates with and relates to the people around them.

SEND Glossary of terms

APPENDIX 5

CAMHS	Child & Adolescent Mental Health Service	CAMHS provide multidisciplinary mental health services to children and young people with mental health problems and disorders.
COP	Code of Practice	The revised Special Educational Needs Code of Practice was published by the Department for Education and Skills in 2014. The code provides guidance on policies and procedures intended to enable pupils with SEN to reach their full potential, to be included in school communities and to make the transition to adult life successfully.
	Cognition and Learning	The mental process of knowing, including aspects such as awareness, perception, reasoning, and judgment.
	Developmental delay	A slower rate of development where a child learns more slowly than most children of the same age.
	Disabled	A person is disabled if he or she has a physical or mental impairment, which has substantial and long-term effect on his/her ability to carry out day-to-day activities. The definition also covers pupils with sensory or intellectual impairments, those with a learning disability, severe disfigurements or progressive conditions.
	Dyscalculia	A condition associated with specific learning difficulties in Maths. In its simplest terms this means that sufferers have problems with even simple arithmetic.
	Dyslexia	A learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.
	Dyspraxia	A common developmental disorder affecting fine and/or gross motor coordination in children and adults. It may also affect speech.
EAL	English as an Additional Language	English is not the pupils' native language.

SEND Glossary of terms

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EHCP	Education and Health Care Plan	Education, Health and Care Plans (EHCP): EHC plans set out how services will work together to meet the child or young person's needs. EHC plans are based on a co-ordinated assessment and planning process which puts the child and young person and their parents at the centre of decision making.
EHF	Early Help Form	If professionals are concerned about the welfare of a child, they will complete an 'Early Help' form. The information in this form will be used to assess if the child and / or their family require further support from different agencies
EP	Educational Psychologist	An educational psychologist supports schools and families if children are experiencing barriers to their learning. Psychologists work with a wide range of people to help find ways forward (e.g. parents, teachers, social work, speech & language therapists etc.)
EWO	Education and Welfare Officer	An education welfare officer works with children whose education is being affected by irregular attendance or absence from school. They aim to make sure that children get the best possible education by working closely with school, pupils and their parents and carers.
FSM	Free School Meals	A child may receive free school meals if their parents/carers qualify for benefits (e.g. Income Support, Job Seekers Allowance, Child Tax Credit)
HI	Hearing Impairment	Pupils with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf.
HLTA	Higher Level Teaching Assistant	An experienced teaching assistant who plans and delivers learning activities under the direction of a teacher, and assesses, records and reports on pupils' progress.
KS	Key Stage	The national curriculum is divided into key stages (Early Years & KS1 -4), each having its own prescribed course of study. At the end of each stage, pupils are required to complete standard assessment tasks.

SEND Glossary of terms

APPENDIX 5

LASS	Language and Social Skills Groups	To help children with their language and social needs
LA	Local Authority	The local government body of a county or city that provides services, including education, for local people.
	Local Offer	A website or part of a website in which local authorities set out in one place information about provision they expect to be available for children and young people in their area who have SEN, including those who do not have EHC plans.
LAC	Looked After Child	Any child who is in care of the local authority, or who is provided with accommodation by the local authority social services department for more than 24 hours.
LM	Learning Mentor	School staff who work with students to help them engage more effectively in learning and improve achievement.
LSP	Learning Support Plan	An LSP sets out a child's learning targets and the strategies being used to meet a child's identified special educational needs.
MLD	Moderate Learning Difficulty	Describes a general level of academic attainment that is significantly below that of other children of the same age. There may be difficulty acquiring basic literacy and numeracy skills, speech and language difficulties and poorly developed personal and social skills.
	Monitoring	Systematic checking of progress against targets and the gathering of information to work out how effective learning strategies and interventions have been.
	Multi-agency working	Practitioners from different sectors and professions working together to provide joined-up support for children, young people and families.

SEND Glossary of terms

APPENDIX 5

	Multi-sensory impairment (MSI)	Pupils with multi-sensory impairment have a combination of visual and hearing difficulties. They are sometimes referred to as deafblind but may have some residual sight and/or hearing.
NC	National Curriculum	The national curriculum is a set of subjects and standards used by primary and secondary schools so children learn the same things. It covers what subjects are taught and the standards children should reach in each subject. Other types of school like academies and private schools do not have to follow the national curriculum. Academies must teach a broad and balanced curriculum including English, maths and science. They must also teach religious education.
	Nurture Groups	These are small groups that support children's emotional development, helping them grow in confidence in order that they may begin to learn successfully.
OFSTED	Office for Standards in Education, Children's Services and Skills	OFSTED is a non-ministerial department of the UK government and reports to Parliament. OFSTED is independent and impartial. OFSTED rank schools based on information gathered in inspections which they undertake. OFSTED ratings indicate the quality of an institution following an inspection (outstanding, good, requires improvement, inadequate).
OT	Occupational Therapist	An occupational therapist provides assessment, direct therapy and an advisory service to children. They work in partnership with the child, family, their teachers and other relevant school professionals, providing assessments and interventions. This therapy focuses on enhancing a child's ability to perform everyday activities and to participate in different environments. It also results in increased functional skills which will improve quality of life, independence, self-esteem, learning and achievement for the child and their family.
QFT	Quality First Teaching	The class teacher providing excellent support to all learners to ensure they are all making progress.

SEND Glossary of terms

APPENDIX 5

PSP	Pastoral Support Programme	A Pastoral Support Plan helps a child to improve their social, emotional and behavioural skills. The PSP will identify precise and specific targets for the child to work towards and should include the child and parents in the drafting process.
PDA	Pathological Demand Avoidance	Pathological Demand Avoidance is widely understood to be a profile of autism. One of the most well-known features of PDA is demand avoidance, which is where a person finds it hard to manage everyday tasks or demands, even those they want or need to do.
PD	Physical disability	Disabilities that limit mobility. Among the causes are congenital conditions, accidents or injury. Some pupils with PD may also have sensory impairments and/or learning difficulties.
	Provision map	A provision map is a way of documenting the range of support available to pupils with SEN within a school.
PMLD	Profound and Multiple Learning Difficulties	Pupils with PMLD have very complex learning needs. Among pupils with PMLD are those learning at the earliest levels of development and who have physical disabilities, sensory impairment or a severe medical condition. Pupils with PMLD need a high level of adult support both for their learning needs and for their personal care.
PP	Pupil Premium	Additional funding for schools to spend in order to raise the achievement of disadvantaged pupils. The Pupil Premium for each school is calculated according to the number of pupils eligible for free school meals.
QFT	Quality First Teaching	The range of effective teaching strategies and techniques used by a teacher for all pupils in the mainstream classroom that ensure pupils' progression in learning.
SALT	Speech & Language Therapy	Speech and language therapy provides treatment, support and care for children who have difficulties with communication, or with eating, drinking and swallowing.

SEND Glossary of terms

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SLD	Severe Learning Difficulty	Pupils with SLD have significant intellectual or cognitive impairments. This will have an impact on their ability to participate in the school curriculum without support.
SEMH	Social, mental and emotional health	Social, mental and emotional difficulties, usually resulting in behaviour difficulties, that present a barrier to learning and participation.
	SEND Support	Educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within the school or require the involvement of specialist staff or support services.
SEND	Special Educational Needs & Disability	A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they: - (a) have a significantly greater difficulty in learning than the majority of others of the same age; or (b) (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them).
SENDCo	Special Educational Needs and Disabilities Co-ordinator	The SENDCo is the person responsible for co-ordinating the provision for all children with special educational needs within a school. It is a statutory requirement that every school must have a SENDCo.

SEND Glossary of terms

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	TA – Teacher Agreement	An agreed list of strategies and ways of working for all staff to support particular individuals or groups of children which is implemented and reviewed regularly.
	TA non-negotiables / protocol	A description of best practice to be followed by teaching assistants to ensure children receive high quality support and make the best possible progress.
TA	Teaching Assistant	A teaching assistant is an additional adult who supports learning in the mainstream classroom or by working with individuals/small groups.
	Tiger Teams	Tiger Teams are small groups that help children with their “motor skills”. Motor Skills refers to the way in which children control the smaller muscles of the body for writing, playing an instrument, artistic expression, and craft work.
SpLD	Specific Learning Difficulty	A specific learning difficulty is a difference or difficulty with some particular aspects of learning. The most common SpLDs are Dyslexia, Dyspraxia, Attention Deficit Disorder / Attention Deficit (Hyperactivity) Disorder (ADHD) , Dyscalculia and Dysgraphia.
	Specialist Services	Services provided by the local authority or health service to provide specialised services for children with acute or high level needs.
SLCN	Speech, Language and Communication Needs	A wide range of difficulties related to all aspects of communication in children and young people. These can include difficulties with speech, understanding what others say, and using language socially.
SALT	Speech and language therapy	A health care provision, the aim of which is to enable children with speech, language and communication difficulties to reach their maximum communication potential.
	Statutory assessment	The assessments required before an Education, Health and Care Plan or a Statement of Special Educational Need can be agreed or produced.

SEND Glossary of terms

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	Transition plan	A plan setting out the steps needed to move from one school to another or from school to adult life.
VI	Visual Impairment	Pupils with a visual impairment or vision loss, ranges from mild, moderate, severe to blindness.