



# Edmonton County School Special Educational Needs Information Report

## HOW WE SUPPORT CHILDREN/YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

### **Our vision and how we hope to achieve it**

All children have a human right to be educated alongside their peers. At Edmonton County School (ECS) we educate every child regardless of gender, orientation, disability, race, religion or belief. All teachers are teachers of children with special educational needs or disabilities (SEND), therefore teaching such children is a whole school responsibility. We share a passionate commitment to meeting the individual needs of all our students and ensuring that your child does better than they ever thought they could.

At ECS we aim to ensure that our students with SEND:

- Enjoy school and thrive in a rich learning environment;
- Succeed and achieve their full potential academically, socially, physically and personally;
- Learn to make choices as mature citizens in a global society;
- Value education as a constant aspect of their lives, enjoying economic well-being;
- Make a positive contribution to school and the community as well-mannered representatives of ECS.

To do this we:

- provide a high standard of teaching with regular assessment of progress;
- provide a personalised experience where each student learns within a broad, balanced and relevant curriculum;
- require all students to behave, dress and work according to the high standards expected;
- provide a consistent disciplined environment where each person willingly complies with the high expectations, enjoys a sense of worth and is known, valued and respected as an individual;
- ensure that each student has equal access and every opportunity to make the best use of that education;
- provide an education that will contribute to the spiritual, moral, social and cultural development of our students;
- work proactively with the local authority and all other agencies, including social services, parent support groups, psychologist and medical services, in identifying, assessing and meeting SEN;
- monitor, review and evaluate policy and provision on a regular and systematic basis and;

- offer an extensive range of interventions for individuals and groups. Where additional intervention is required it is tailored to the individual needs of your child.

### **Type of school we are**

ECS is an 'all through' school, accepting learners from age 4 to 19. We are a mixed community comprehensive school serving the boroughs of Enfield and Edmonton. We are [vertically](#) split between two sites, called the Bury and Cambridge campuses. We also have an Additionally Resourced Provision on the Cambridge campus that supports students with social, emotional and mental health difficulties.

Our year groups are organised into 'phases' with each phase year group supported by their own pastoral team, consisting of a Progress Lead and Student Manager(s).

- Primary Phase
- Year 7 – Transition Phase
- Year 8 and 9 – Middle Phase
- Year 10 and 11 – Upper Phase
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### **Inclusion Staffing:**

- Director of Inclusion and SENCO – Mrs Hasnath-Karim
- Secondary Deputy SENCO for the Cambridge campus – Miss D Lyons
- Primary SENCO and Deputy SENCO of the Bury campus – Mrs F Adekola
- SEND teachers
- Fresh Steps Lead
- Teaching Assistants
- Graduate Teaching Assistants
- Family Support Coordinators
- EAL teacher (Appointment pending)
- Educational Psychologist
- Counsellors
- Placement Students
- School Attendance Officer
- Inclusion admin support

Young people with SEND are also supported by:

- Information Advice and Guidance workers
- Student Managers (2-4 / phase)
- The wider teaching and management teams. All members of staff have responsibility for all students. **All teachers are teachers of pupils with special educational needs and therefore form an integral and primary part of your child's support network.**

### **Our Ofsted rating**

Our 2014 Ofsted rating was 'Good'

### **How we know if a child/young person has special educational needs**

- Home visits are completed by our primary phase team for all new learners arriving at the primary phase.

- Our Transition Phase team visit local feeder primary schools. They gather detailed information of SEND so that we can provide continuity of support between primary and secondary school. Further visits are carried out by the SENCO or EP.
- Parents are free to contact the school at any time to arrange a meeting to discuss concerns about their child's needs.
- Staff follow a robust assessment, monitoring and review system that evaluates progress over a period of time. This enables learners who are struggling with barriers to learning to be identified at the earliest possible opportunity through regular inclusion-phase link meetings.
- Parents are encouraged to attend consultations, coffee mornings and parents evenings. They are encouraged to communicate directly with their class teacher/student manager to discuss concerns at the earliest opportunity.
- A fortnightly SEND panel ensures that there is a measured and strategic response to new concerns and that that school resources are used to best effect.
- A monthly parent drop-in is attended by our SENCO, Family Support Coordinator and EP. This is open to all families.
- In addition to formal monitoring and referrals, young people can self-refer to receive additional support. They should do this by approaching their phase student manager.
- You are free to make an appointment to discuss any concerns you might have.

Inclusion at ECS has a number of dimensions:

- Provision for those with SEND (either broad spectrum or specific learning difficulties), or where there is a significant lack of progress;
- Provision for those for whom English is a new language (i.e. have none or very little oral communication in English);
- Provision for those who present complex behavioural patterns that affect their own or others ability to learn;
- Provision for those at risk of permanent exclusion;
- Provision for vulnerable students because of difficulties affecting them from outside school;
- Provision for those with significant absences, either because of illness or school-refusal or other reasons.

We also offer support for the following groups:

- Learners at risk of not entering further employment, education or training once they leave school.
- Looked after children
- Young Carers
- Learners at risk of exclusion
- Gifted and talented
- Learners entitled to free school meals
- Learners learning English as an additional language
- Ethnic minorities and children from other cultures, including gypsy and

Roma

- Summer born learners
- Lesbian gay, bisexual or transgender pupils
- Other vulnerable groups

### **What we do to help children/young people with special educational needs**

- The school has a 'Wave' process where support is determined by assessment following a referral to Inclusion:

#### Wave 1

- Quality first teaching, including a differentiated curriculum and good inclusive classroom practice.

#### Wave 2

- Students not making adequate progress at Wave 1 are provided with increasingly intensive intervention. This takes the form of small, matched-level learning groups focused on achieving individual targets.

#### Wave 3

- This is intensive and targeted support, delivered on a 1:1 basis for individuals.

We use a wide range of assessment procedures to match provision to need and to track the progress of all learners identified with SEND. However, our primary emphasis is on supporting quality first teaching. We do this by working with the teaching and wider workforce through consultation, observation and providing additional training where necessary.

- We offer an extensive range of interventions, which need to be carefully matched to the individual needs of each child and which allow us to be responsive to a broad range of needs, including:
  - Communication and interaction needs
  - Cognition and learning needs
  - Social, emotional and mental health needs,
  - Sensory and/or physical needs

Please see our provision map for more information regarding the specific interventions that we can offer.

- We use learner profiles to ensure that relevant information about our students is circulated to staff members, together with guidance for reasonable adjustments. For example, these could include using a writing frame, social story or time out card.
- We use teaching assistants to provide in class support and deliver interventions, helping us monitor and review targets and the impact of any intervention.
- We employ a wide range of specialist staff, including trained SEN teachers, a Family Support Coordinator and our own Educational Psychologist. We also work closely with speech and language therapy services to ensure that the majority of our student's needs are met at Wave 1 and Wave 2.
- The SENCO, or an appropriate staff member, will meet with parents of students receiving SEN support on at least a termly basis to plan and review support.

### **How we adapt our teaching for children/young people with special educational needs**

Quality first teaching is about every day high quality teaching, which should be on offer for all children. Such teaching will, for example, be based on clear objectives that are shared with the learner and returned to at the end of the lesson; carefully explaining new vocabulary; using lively, interactive teaching styles and making maximum use of visual and kinesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of learners who need extra help with their learning or behavior, meeting their needs through the least intrusive level of support.

### **How we decide what resources we can give to a child/young person with special educational needs**

- The Inclusion team work with the transition phase to plan the provision of support to all learners who arrive in ECS in year 7, ensuring continuity of support from primary school.
- We decide what resources to allocate to young people by ensuring that a phased period of assessment of their needs is carried out. This involves careful history taking, review of records and direct observation, as well as 1:1 assessment. Most importantly we will ask parents, class teachers and the student to contribute their views. This information will help us decide how best to meet a students' needs and plan an intervention. After a period of time we will carry out a follow up assessment to see if your child has learned what we want them to.
- This process could be best summarised as 'Assess, Plan, Do, Review.'
- We run a fortnightly panel meeting where SEN and pastoral staff make joint decisions about resource allocation. Parents will always be informed about panel decisions and their views will be respected and taken into account.
- We believe that parents know their child best and are therefore key partners in the assessment process. Their views will always be respected.

### **How we check that a child/young person is making progress and how we keep parents informed**

- Ongoing monitoring by class teachers, with detailed reviews at four 'data windows'
- We review the progress of students with statements and forthcoming EHC plans at annual and termly reviews, as well as through daily tracking by TA's.
- Parental/carer consent will always be sought before a child starts an intervention. They will be informed about progress through either phone calls, certificates, texts or emails.
- We have a family support coordinator who oversees a number of parental training and learning events. This includes participating in monthly drop ins and parental coffee mornings.
- The SENCO and SEND team will also be available at all parent evenings to offer advice on supporting your child's learning at home.

### **Support we offer for children's/young people's health and general wellbeing**

#### **Medical:**

- All dietary and medical needs are shared with relevant staff.
- We liaise with outside agencies, including Speech and Language Therapy and Occupational Therapy where needed. Trained staff respond to a range of medical needs in school and work with the school nurse to create care plans.
- We liaise with outreach support for children with visual impairments, hearing impairments and autistic spectrum difficulties.

### **Behavioural, Emotional and Social**

- We employ a team of mentors and trainee counsellors who oversee a range of interventions in addition to the support provided by the wider pastoral team. These can include:
  - Circle of Friends
  - 1:1 and small group counselling
  - Specific therapeutic interventions
  - Half termly behaviour panels
  - Pastoral Support Plans
  - Fresh Steps
  - Clubs, including breakfast, lunch and after school clubs
  - Referral to and liaison with outside agencies
  - Home visits and consultations
- We will always try to look at what the behaviour is communicating, and respond to this message rather than the behaviour in itself.
- We have a number of programmes which we can deliver to assess and support emotional needs, including those that help young people struggling with depression, low self-esteem or anxiety.

### **Attendance**

- We carefully monitor attendance and parents are notified via text if there is an unexplained absence. This is overseen by our school attendance officer and an initial response may include a home visit by the Family Support Coordinator.

### **Child's views**

- We use a range of interview techniques to enable students to provide their views on the support they receive.
- Learners with EHCPs are always invited to attend their annual reviews. If they are unable to attend we will ensure that their views are presented.

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

We employ directly a number of specialist support staff and facilities, including:

#### **Educational Psychologist**

This is someone who helps children and young people who are experiencing problems with their learning. They may be by carrying out an assessment in order to suggest support, consulting with staff and parents, delivering training or carrying out research.

#### **Counsellors**

ECS employs two fully accredited counsellors. They are involved in delivering individual and small group intervention, as well as liaising closely with outside agencies and parents.

#### **Family Support Coordinators**

Our Family Support Coordinators works closely and flexibly with parents and children to help support the home-school partnership.

#### **The Additionally Resourced Provision**

This is a small classroom for Year 7 and 8 learners with social, emotional and mental

health difficulties. Young people are referred to the ARP by the Local Authority to receive an intensive period of support to help them be successful in mainstream lessons.

### **The Transition Class**

This is a class that is run a bit like a primary school classroom. Learners are in one class for the majority of the week and are taught by two or three key teachers. This is to support learners who display critical signs of vulnerability and would struggle to complete the Year 6-7 transition.

### **Foundation learning Groups**

This is an alternative qualification pathway to help support learners to move towards employment and independent living.

### **The EAL Team**

A team of teachers who provide intensive support for learners who are learning English and as an additional language.

### **Autism Spectrum Disorders Coffee Morning**

This is a support and information group, enabling parents to help each other and seek advice on a range of issues. It occurs during term time only, every 2<sup>nd</sup> and 4<sup>th</sup> Thursday on the Cambridge campus. It runs from 10.00-12.00.

We also make use of an extensive range of specialist support agencies, including:

### **Speech and language therapy**

They assess and treat speech, language and communication problems in people of all ages to help them better communicate. They'll also work with people who have eating and swallowing problems

### **Durrants School Autism outreach**

This is a support service that provides advice, practical suggestions and support to staff working with students with autism.

### **Social Care Services**

Children's social care services work in partnership with other agencies to provide support for a range of issues that may be affecting a child's welfare.

### **Dazu**

DAZU is a registered charity that can provide a range of services to vulnerable young people, including counselling and recreational opportunities. They also work closely with young carers.

### **LYRC**

LYRC delivers a mentoring service in ECS to support vulnerable learners. Their main objectives are to increase self-confidence, improve academic performance, raise aspirations and support experience of the world.

### **Young Carers Project**

They work in partnership with schools to help raise awareness, identify and support young carers. Young carers are any student who is affected by care responsibilities within the

home where the person being cared for has a long term illness, mental health issues, learning difficulties or difficulties resulting from substance/alcohol use.

### **The Behaviour Support Service**

The BSS provides a range of support strategies in order to help schools manage the challenge behaviour of learners and reduce permanent exclusions. This could involve delivering staff training, individual mentoring, themed group work or a managed move.

### **The Community Parent Support Service (CPSS)**

The CPSS offers support and guidance on a range of parenting issues.

### **Attendance Support Service (ASS)**

This is a small pupil referral unit that aims to provide continuity of education for children and young people with medical needs or whose education has been interrupted by illness.

### **Education Welfare Officer (EWO)**

Offers information, advice and support if you have concerns about your child's attendance at school.

### **Parent Partnership**

Offers free advice, information and support to parents of children with special educational needs and/or who are at risk of exclusion from school

### **Occupational therapy (OT)**

The OT help people with everyday activities that they find difficult to do.

### **Child and Adolescent Mental Health (CAMHS/SAFE)**

CAMHS offers assessment and therapy for children and their families where there is concern about a child's emotional or behavioural difficulties.

### **Empower**

EMPOWER workers support vulnerable young women by delivering 1:1 mentoring or small group work.

### **COMPASS**

COMPASS workers support young people whose lives have been affected by drugs or alcohol. This can be done through group or individual sessions.

### **School Nurse**

School nurses provide a variety of services, including health and sex education, developmental screening, health interviews and developing care plans.

### **London Fire Brigade (LFB)**

The LFB offer several courses, including a one week training programme, as well as more targeted work with young people who have started fires.

### **Enfield Young People's Project (EYP)**

This is a 10 week programme which involves selected young people carrying out mentoring at a local infant school, as well as participating in counselling and workshop sessions. The goal of the EYP is to promote safe decision making, reduce risky behaviour

and support self-esteem.

### **The training our staff have had or are getting:**

Recent inset sessions have been on:

- Attachment difficulties
- Supporting positive behaviour
- TA deployment
- Approach training
- Phonics training
- Solution focused brief intervention
- ASD training
- Behaviour management
- Child protection
- SEN conferences and BSS conferences
- SEN network meeting

The school improvement plan has identified further opportunities for staff training on supporting students with SEN. These will be delivered throughout the year. All staff have access to the SENCO and EP to discuss and receive support in any training needs.

### **How we include children/young people in activities and school trips**

- All reasonable adjustments and adult support will be provided to ensure that your child can participate in school trips alongside their peers.
- Risk assessments are carried out for all trips prior to the visit.

### **Our school environment**

We have a range of environmental adaptations that support accessibility, including lifts on both campuses that enable access to parts of the school building. However because of the age and structure of the secondary school buildings we are unsuitable for young people with physical disabilities that affect their mobility.

### **How we prepare for children/young people joining our school and leaving our school**

- Where there is evidence of SEN casual entrants will be referred for additional assessment and support from the Inclusion Faculty. Where English is being learned as an additional language a referral to the EAL team will be made.
- At the end of each phase key information will be communicated from team to team through handover meetings
- Social stories in video and photo formats are available to students who are particularly anxious about the transition.
- Additional visits during and after school hours can be arranged.
- A summer school is run each year and is open to all learners joining Year 7
- Our IAG coordinator can work with students to identify opportunities for further education.
- Liaising with Connexions to create a transition plan
- Home visits
- Transition meetings
- Liaising with previous settings

- Setting up parent meetings before children start Year 6 transition

### **How parents are involved in school life**

We believe that parents know their child best and are key partners in working together to help their child. Therefore a key part of any SEN assessment is to ensure that parents have been able to express their concerns and that their views have been listened to and understood. Further to this aim:

- Parents are encouraged to discuss any concerns at the earliest opportunity.
- The school web site provides up to date information. This is also communicated home through the newsletter.
- Parents are invited to the mentoring sessions which are timetabled across the school year.
- Home visits and workshops are delivered by the family support worker
- Annual reports are sent to parents
- Year 7 transition coffee morning
- Regular dialogue is encouraged through the school planner
- The school makes use of translators and interpreters to communicate with parents whose first language is not English

### **Who to contact for more information or to discuss a concern**

If you have a concern your first point of contact should be your child's class teacher or student manager. They will inform the appropriate member of the inclusion team and further action will be taken, if appropriate.

**SENCO for the primary phase:** Mrs Fola Adekola

Phone: +44 (0)20 8360 3158

Email: FAdekola@edmonton.enfield.sch.uk

**Director of Inclusion for the secondary phase:** Mrs Hasnath Karim

Phone: +44 (0)20 8360 3158

Email: MHasnath-Karim@edmonton.enfield.sch.uk

If you are considering whether your child should join ECS please contact the school directly and you will be put in touch with the relevant person. Please do not hesitate to contact us directly if you have any questions or suggestions regarding this document.

Our offer to children with special educational needs and disabilities was prepared **in July 2014**.

It will be reviewed in **October 2019** following a period of consultation with parents and students. **Please do not hesitate to contact the school if you would like to be involved in reviewing this document.**

**From the 1st of September 2014 the Enfield Local Offer is available at:**

[www.enfield.gov.uk/SEND](http://www.enfield.gov.uk/SEND)

**Date of last review: October 2018**

**Review completed by:**

**Dr J Upton**

