



# Edmonton County School

## Inclusion and SEND Policy 2021-22

### **Key Staff**

Director of Inclusion: <b>Mrs F Adekola</b>	<a href="mailto:fadekola@edact.org.uk">fadekola@edact.org.uk</a>
Educational Psychologist: <b>Dr J Upton</b>	<a href="mailto:jupton@edact.org.uk">jupton@edact.org.uk</a>
Cambridge Campus SENCo: <b>Ms K Das</b>	<a href="mailto:kdas@edact.org.uk">kdas@edact.org.uk</a>
Bury Campus SENCo / Primary SENCo: <b>Mrs D Guatieri-Park</b>	<a href="mailto:dguatieri-park@edact.org.uk">dguatieri-park@edact.org.uk</a>

### **1. Compliance**

The purpose of this paper is to set down the Inclusion and Special Education Needs and Disabilities (SEND) strategy for Edmonton County School, and has been produced by the professionals listed above, in collaboration with children, young people and parents in response to the new SEND reforms (2014).

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- SEND Code of Practice 0 – 25 (DfE, 2014)
- Equality Act 2010: advice for schools (DfE, 2013)
- Schools SEN Information Report Regulations (DfE, 2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (DfE, 2014)
- Teachers Standards (DfE, 2012)
- Safeguarding Policy
- Disability Equality Policy

### **2. Our beliefs and values**

ECS is a community school and therefore its role is to educate every child whose parents wish to enrol their child at ECS, regardless of gender, orientation, disability, race, religion or belief. We believe that every teacher is a teacher of every young person, including those with SEND and are therefore your child's most important educational resource in their drive to be successful learners. We are passionate about including

students with SEND in all aspects of school life. However, when considering a placement, we must also consider whether ECS is compatible with the child's age, ability and aptitude and that their attendance is not incompatible with the efficient education of other students in the School and is an efficient use of the Local Authority's resources.

### **3. Our Aims**

We would like our pupils with SEND to achieve better than they ever thought they could. We will support them to do this by:

- identifying and providing for pupils who have special educational needs and additional needs
- working within the guidance provided in the SEND Code of Practice (2014)
- operating a 'whole pupil,' 'whole school' approach to the management and provision of support for special educational needs.
- providing support and advice for all staff working with special educational needs pupils
- developing and maintain partnership and high levels of engagement with parents
- ensuring access to the curriculum for all pupils.

### **4. Engaging and working with families**

We believe that working successfully with learners with SEND means we must work closely and in partnership with those people who know that child best. This means working with parents and guardians to ensure that we use their expert knowledge to our best advantage. This work is guided by the following beliefs:

- All families have strengths and need to know that they are important in their child's education
- All families can contribute to their child's care and education
- All families can learn how to promote their child's learning and development
- All families have useful ideas and insights about their child which can help schools
- All families have a vital role to play in supporting their child's education
- All families have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

### **5. Dealing with Complaints**

Complaints should be made following the ECS school complaints procedure. If you have a specific complaint about SEND, please contact the relevant Campus SENDCo in the first instance. If unresolved, please contact the Director of Inclusion.

## 6. Areas of Need

The term 'special educational needs and disabilities' (SEND) is a legal term. A child has SEND when they have either a learning difficulty or a disability and they need special educational provision to be made for them. This means provision that is additional to or different from that made generally for other young people of the same age. They have a learning difficulty or disability when they have significantly greater difficulty in learning than other children of the same age. They have a disability if they have a physical or mental impairment which prevents them from making use of educational facilities generally provided for others of the same age. Many children will have SEND of some kind at some time during their education. Help will usually be provided in their ordinary, mainstream early education setting or school, sometimes with the help of outside specialists.

The SEND Code of Practice (2014) identifies four broad categories of need, although individual pupils may have needs which span two or more:

- Communication and Interaction (C&I)
- Cognition and Learning (C&L): includes SpLD, MLD, PMLD
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or physical (S&P): includes HI, VI, PD

Whilst these four categories broadly identify primary areas of need for children and young people, we must also consider the needs of the 'whole child'. This means going beyond the special educational needs of the child or young person to also consider the following additional categories. Note that these are not classified as SEND:

- Students with English as an Additional Language (EAL)
- Students at Risk

**Communication and Interaction (C&I):** Children with significant communication and interaction difficulties will be identified before school age or early in their school career. The impact of such difficulties can affect learning, socialisation and emotional development and learning difficulties.

**Speech, Language and Communication (SLCN):** A child with speech and language needs may have speech that is difficult to understand, struggle to say words in sentences, may not understand words that are being used or the instructions they hear. They may have difficulties knowing how to talk and listen to others in a conversation. They may be delayed in following normal patterns of development or disordered. This is where their speech and language skills are not developing in the way they develop for most children.

Autistic Spectrum Disorder (ASD): autism is a spectrum condition and lifelong developmental disability that affects how a student communicates with, and relates to, other people. It also affects how they make sense of the world around them.

**Cognition and Learning (C&L):** Moderate and severe learning difficulties (MLD, SLD): The general level of academic attainment will be significantly below that of their peers and there will be commensurately slower rate of learning. They will have difficulty acquiring and applying basic numeracy and literacy skills and may have difficulties with speech and language, as well as concentration, social and life skills.

Specific learning difficulties (SpLD): inevitably, some children experience particular difficulties that render particular area of learning, such as the reading process, highly problematic. The debate as to whether some of these learners should be classified as 'dyslexic' is complex. However, we are mindful of the conclusions of the House of Commons Science and Technology Committee (2009), which states:

*"There is no convincing evidence that if a child with dyslexia is not labelled as dyslexic, but receives full support for his or her reading difficulty, the child will do any worse than a child who is labelled as dyslexic and then receives special help. That is because the techniques to teach a child diagnosed with dyslexia to read are exactly the same as the techniques used to teach any other struggling reader" (p. 28).*

Where the term 'dyslexia' is used, the school adheres to the definition outlined in the Rose Report (2009), which states:

*"Dyslexia is best thought of as a **continuum, not a distinct category**, and there are no clear cut-off points. Until recently, a child was deemed to either have or not have dyslexia. It is now recognised that there is no sharp dividing line between having a learning difficulty such as dyslexia and not having it."*

The continuum that is referred to, from mild to severe, helps to account for the differences in how pupils respond to support and intervention. The Rose Report (2009) also provides a six-bullet working definition of dyslexia:

- *"Dyslexia is 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.*
- *Dyslexia occurs across a range of intellectual abilities.*

- *It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points.*
- *Co-occurring difficulties may be seen in aspects of language, motor coordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia.*
- *A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well-founded intervention.”*

It should also be noted that there are often links between dyslexia, low self esteem and the development of emotional and behavioural difficulties. Early and effective support in overcoming the barriers to achievement presented by dyslexia is essential in securing children’s social and emotional adjustment and positive approaches to learning, as well as their educational attainment.

At ECS, all our specialist SEND assessments are carried out to identify needs and inform the process of supporting our children and not explicitly to diagnose dyslexia although we may confirm the existence of a ‘specific learning difficulty.’ If parents desire to secure a diagnosis of ‘dyslexia’, we would encourage them to do so privately, as, there is no evidence that securing a diagnosis of dyslexia affects your child’s ongoing support in school. ....

**Social, Emotional and Mental Health (SEMH):** This encompasses a number of diagnostic categories and can describe children who demonstrate features of emotional, social and mental health difficulties through their behaviour and interaction with others. They may be withdrawn and isolated, disruptive and disturbing, hyperactive and lack concentration; those with immature social skills and those presenting challenging behaviour arising from other complex needs. Attention deficit hyperactivity disorder (ADHD) is included in this category.

**Sensory and/or physical needs (S&P):** Hearing impairment: Hearing difficulties can result in a number of problems in accessing the curriculum, including ignoring or misunderstanding instructions, understanding and responding to verbal cues, speech and language and interactions with peers and adults, resulting in frustration, anxiety and withdrawal.

Visual impairment: Sight impairment is the area of primary need, ranging from significantly reduced visual acuity that cannot be corrected with glasses, to complete loss of vision.

Physical and medical difficulties can arise from physical, neurological or metabolic causes, severe trauma, degenerative conditions or moderate-severe difficulties with fine and/or gross motor skills. A medical need does not necessarily imply special educational needs.

**English as an additional language (EAL):** Students are defined as being EAL students if they come from a language background other than English, and require additional support in learning English as an additional language. Note that EAL does not mean a child has special educational needs.

**Students at Risk:** At ECS we identify the needs of pupils by considering the needs of the whole child. This means going beyond the special educational needs of the child or young person. For example, the following are not SEND but may impact on progress and attainment:

- Attendance and punctuality
- Health and welfare
- Being at risk of permanent exclusion
- Being in receipt of the pupil premium
- Being a looked after child
- Being a child of a serviceman/woman

There is also a rigorous Child Protection policy in place where the designated CP officers (DHTs) are involved in implementing necessary procedures to support students at risk, working closely with the Inclusion team as appropriate.

## **7. Process**

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. High quality teaching of all students, including those with special educational needs, is a whole-school responsibility and we understand that additional intervention and support cannot compensate for a lack of good quality teaching. Where a pupil is making less than expected progress the first response must always be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected, teachers will work with the SENCO to assess whether a child has SEN. This may be triggered by a teacher observing:

- progress is significantly slower than that of their peers starting from the same baseline
- progress fails to match or better the child's previous rate of progress
- progress fails to close the attainment gap between the child and their peers
- widening of the attainment gap

Once a potential special educational need is identified, four types of action should be taken to put effective support in place – Assess, Plan, Do Review – this is the graduated approach called SEN Support. Where a child continues to make little or no progress, despite well-founded support that is matched to the child’s area of need, the school will consider involving specialists, including those from outside agencies. Where a pupil is receiving SEN support we will meet parents at least termly to set clear goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, the pupil and the school.

## **8. The SEND register, record keeping and managing pupils’ needs**

When we identify a student with SEND they will be named on the SEND register and, depending on the identified level of need/s, be recorded on the school’s secure information management system, SIMS, as:

- M = monitoring (typically, these children may receive 1 out-of-class intervention)
- K = SEND support (typically, these children receive 2 or more out-of-class interventions)
- E = Education, Health and Care Plan (EHCP)

In addition, the school’s Inclusion team will produce a SEND learner profile. This is a one page summary of their SEND, strengths, abilities and teaching strategies to support them in class. Where possible this will be co-produced with the child and parents. The SENCo will ensure that all interventions are logged using the school’s provision maps on SIMS. We keep SEND files in secure locations in the school to ensure that hard copies of all important documents are available. The storing and destroying of confidential information is in line with the school storage of information policy. All interventions are tracked and monitored by impact on individual pupil progress.

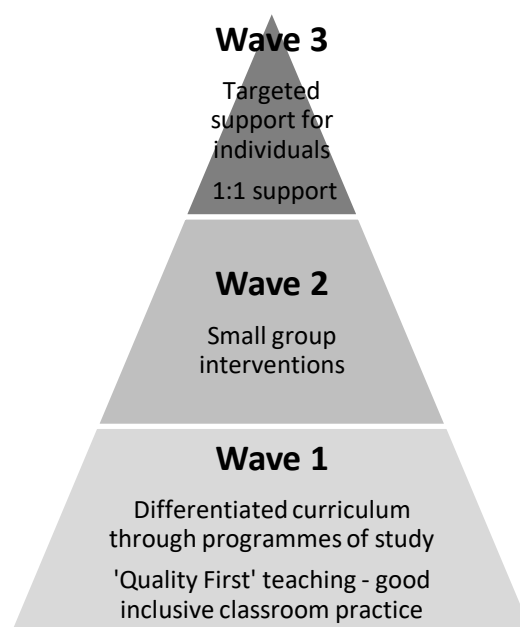
## **9. Provision mapping**

The school has a ‘wave’ model where provision is determined by assessment following a referral to Inclusion. See figure 1 below.

**Wave 1** is 'inclusive quality first teaching for all' and takes into account the learning needs of all pupils in the classroom. It covers high-quality inclusive teaching, supported by effective whole-school policies and frameworks, clearly targeted to all pupils’ needs and prior learning. See Quality First Teaching policies and documents for further details.

**Wave 2** is Wave 1 plus additional and time-limited interventions provided for some children who need help to accelerate their progress, to enable them to work at or above age-related expectations. This usually takes the form of a structured programmed of small-group support, carefully targeted and delivered by teachers or teaching assistants (TAs) who have the skills to help pupils achieve their learning objectives. This can occur outside (but in addition to) whole-class lessons, or be built into mainstream lessons as part of guided work. Most students in receipt of these provisions will be indicated as K (SEN support) or M (monitoring) on SIMS.

**Wave 3** is Wave 1 plus increasingly individualized programmes, based on independent evidence of what works. Wave 3 describes additional targeted provision for a minority of children where it is necessary to provide highly-tailored interventions to accelerate progress or enable children to achieve their potential. This may include one-to-one or specialist interventions. Most students in receipt of these provisions will be indicated as K (SEN support) or E (Education, Health and Care Plan) on SIMS.



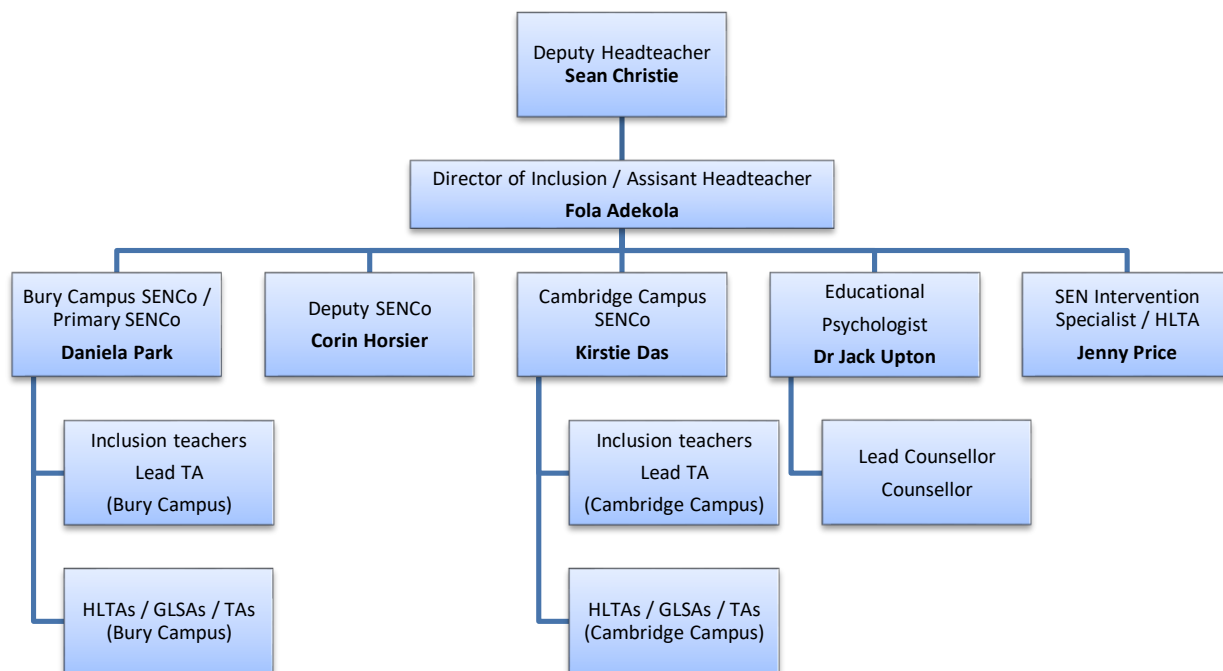
**Figure 1:** the 3-Wave model of Inclusion provision and interventions

Appendices 1 and 3 contain provision maps in the form of 3-wave models of Inclusion interventions and provision for each 'area of need',

Appendices 2 and 4 contain the Inclusion Interventions Directory and details the referral procedures, key staff involved and cost per student in tabular form (for Secondary and Primary Phases respectively).



## 10. Staffing Structure



## 11. Roles and Responsibilities

**Director of Inclusion:** The postholder (who is also a qualified SENCo) will be a member of the school's Leadership Team and be responsible for the strategic leadership and management of Inclusion and SEND provision, under the direction of a Deputy Head. The postholder will have responsibility for provision for Looked After Children, Pastoral Support Plans, appraisals and the performance management and professional development of the Inclusion staff.

The postholder is responsible and accountable for all aspects of SEN provision and the line management of the SENCos, Educational Psychologist and the SEN Intervention Specialist / Higher Level Teaching Assistant (HLTA).

The tasks associated with this role include:

- Oversight and management of the in-house Educational Psychology service
- Oversight and management of the EAL team
- Commissioning of services and programmes to support student progress for students with SEND
- Lead professional for Looked After Children
- Oversight and management of TA, HLTA and GLSA team

- Development and oversight of the curriculum for the Year 7 and 8 Foundation Learning Groups and the Year 9-11 Foundation Learning programme.

**Campus SENCos:** The post holders will support (and deputise for) the school's Director of Inclusion in providing professional leadership and management for SEND to secure high quality teaching, effective use of resources and improved standards of learning and achievement for pupils. The Campus SENCos will have oversight of the deployment of teaching assistants on a particular campus. This will include working with Heads of Faculty to ensure that their schemes of work are effective in meeting the needs of pupils with SEND and to deploy TAs effectively. It will also include provision of professional development for teaching and the wider workforce.

The tasks associated with this role include:

- Lead the production and updating of intervention programmes. These should ensure needs assessment, targets for progress, appropriately planned programmes tailored to the needs of individuals delivered in such a way that leads to progress.
- Negotiating conversations with parents of EHC plans in terms of the personal budgets they will be allocated
- Regular tracking and monitoring of pupil progress which will feed into a 'wave-model' for intervention that will be ongoing and rolling throughout the year
- Set up collaborative and holistic working relationships with pastoral teams to ensure the mental, social and emotional needs of SEND pupils are met

### **Graduate Learning Support Assistants (GLSAs)**

The post holder is required to provide support to students so that they learn more effectively. Graduate learning support assistants' work with individuals and small groups of children who have identified special educational needs (SEN), English as an additional language or require additional support with their learning. GLSAs are required to help pupils with all areas of the curriculum and to liaise with parents, maintain pupil records, prepare learning materials and activities under the direction of a teacher and to help assess pupil progress.

The tasks associated with this role include:

- To provide learning support to students as identified by the inclusion faculty through small group intervention programs and in class support.

- To liaise with teaching staff, parents/carers, outside agencies, administration staff and others, as and when required to support pupil achievement and progress across the curriculum area.
- Provide support for students with their homework through the running of the after school homework club, this including working with identified students who require support with homework.
- To carry out the role of a TA as outlined below.

### **Teaching Assistants (TAs)**

All students with an EHCP will be assigned a key or named TA who is responsible for some in-class support and completing tracking sheets. The TA is expected to be proactive in gaining feedback from teaching staff, the student and communicating regularly with the SENCo about individual students.

Each TA will have a timetabled classroom commitment equivalent to 23 from 25 hours working as a member of a Faculty (e.g. Mathematics, English) or within the Inclusion Faculty with our most vulnerable children. Teaching Assistants are expected to communicate in advance with the classroom teacher to agree the work that is required (for example, do they work with an individual, work with a group, act as an amanuensis etc.), amend any teaching materials as requested (at least 24 hours' notice is required if this is requested). The TA is responsible for ensuring that the homework is recorded in the student's planner.

Teaching Assistants are also involved in supporting with the delivery of intervention programs and other learning support activities will be as directed by the Campus SENCo.

### **Higher Level Teaching Assistants (HLTAs)**

The teaching assistant team is required to provide support to students so that they learn more effectively.

In addition to the TA role (above), the tasks associated with this role include:

- Plan and prepare lessons with teachers, participating in all stages of the planning cycle, including lesson planning, evaluation and adjusting lesson and work plans
- Supporting subject teachers with their differentiation of lesson materials and resources
- Develop and prepare resources for learning activities under the direction of a teacher
- Within an agreed system of supervision and within a pre-determined lesson framework, teach small groups, or on some occasions, whole classes

- To plan and implement intervention programmes e.g. literacy, numeracy, speech and language, anger management, conflict resolution (after suitable training) for individual pupils or small groups of pupils

### **SEN Intervention Specialist / Higher Level Teaching Assistant (HLTA)**

The post holder is responsible for managing and delivering tailored intervention programs for underachieving pupils or students working below Age Related Expectations as agreed with the Campus SENCos. To take responsibility for the assessment, planning, organisation and management of specific educational programmes as required. They will be required to assess, plan for and teach small groups of children with a specific focus such Social Skills and Communication.

#### **The specific tasks associated with the role of are:**

- Provide day to day support, delivering 1:1, paired and small group teaching, using specific approaches tailored to the child.
- Support staff with observation and assessments of pupils and help to plan lessons by preparing materials and resources.
- Monitoring the impact of interventions.
- Working with key pupils to help develop their IEP and aspirations.
- Supporting pupils to develop life skills to help them thrive.
- Carry out formal assessments such as TALC 2 and write reports for staff, parents and any key external agencies.
- Contribute to relevant referrals for individual pupils.
- Contribute to multi agency meetings.
- Cover lessons for short periods of staff absence.

### **The Educational Psychologist and Counselling Services Team (EP&CS)**

There are currently five members of staff who form the Educational Psychology and Counselling Service. The team consists of an Educational Psychologist, 2 counsellors and 2 Family Support Coordinators. Each member of the team will have an individual caseload but may also have a timetabled commitment working to support students in class as necessary.

The aim of the team is to put in place a bespoke programme of support for learners who are experiencing difficulties. This involves a period of assessment, intervention and monitoring but the team can also be involved in offering consultations, staff training and research projects.

## Educational Psychologist (EP)

The ECS EP will be concerned with helping children or young people who are experiencing problems within an educational setting with the aim of enhancing their learning. Challenges may include social or emotional problems or learning difficulties. Work is with individual clients or groups; advising teachers, parents, social workers and other professionals.

Client work involves an assessment of the child using observation, interviews and test materials. The EP will assess and produce reports recommending, reviewing and evaluating provision. The EP will also provide in-service training for teachers and other professionals on issues such as behaviour and stress management. The EP will direct the work of the Student Counsellors.

Tasks associated with this role typically involve:

- **Consultation** – a structured problem-solving discussion, involving gathering information and the sharing and creation of strategies.
- **Assessment**– this is an interactive and collaborative process focused on identifying barriers to learning and strategies to overcome them. A variety of assessment tools are used including standardized assessments, psychometrics and dynamic assessment techniques. Assessment of behaviour will generally take the form of a functional assessment.
- **Intervention** – interventions can be focused on changes to the environment or delivering specialist therapeutic support to individuals or groups of students:
  - *Individual* – such as counselling support, ‘Brain Training,’ solution focused brief therapy
  - *Group* – such as ‘mindfulness’, anxiety group CBT, anger group CBT
  - *Environmental* – such as the ‘Inclusion Strategy Placemat’, developing learner profiles
  - *Outside agencies* – liaison with a number of outside agencies to deliver intervention where support is required either beyond our capacity or a specialism – see Appendices.
- **Training** – this is focused on helping staff and parents develop their knowledge, skills and understanding through individually tailored training packages.
- **Research** - project work and research to identify and develop best practice. During the 2014-15 year this involved supporting UCL and our placement students in designing a dissertation which analysed the impact of the Behaviour Support Panels from the perspective of the parent.

In addition to these core roles, the EP will:

- Complete the LA Early Help Form, working with the Senior Leadership Team as required

- Coordinate the Behaviour Panels (both ECS and BSS), including data collection, analysis, minute keeping and planning subsequent interventions.
- Chair the Inclusion Panel and a weekly EP&CS team meeting

### **Family Support Coordinators (SFSCs)**

The FSCs (for Bury Campus and Cambridge Campus) attend all Inclusion Panels and EP&CS meetings.

Students and families can be referred directly to the FSC at the panels or their involvement may be requested via an Educational Psychologist and Counselling Service (EP&CS) meeting. Intervention can take the form of the following:

- Signposting to other services
- Providing school uniform / provision of other physical resources
- Counselling / 1:1 support for parents
- ESCAPE Parenting programme
- Home visits
- Attendance interventions, working with Attendance Officer
- Leading on CP cases agreed with a Deputy Headteacher

The FSCs attend all Behaviour Panels. Prior to these meetings the FSCs visit all parents of learners and carries out a structured interview and assists in the data collection process (e.g. Have Your Say Interview). In the meetings the FSCs are in a position to act as an advocate for the parent and support their active involvement in the change process.

The FSCs deliver the ESCAPE parenting programme, in liaison with the CPSS. The Autism Coffee morning has also been a well-received intervention for a number of years. Primary parent coffee mornings have also been delivered over the past year. We are now looking to expand our range of parenting programmes in order to try and replicate the staged approach of support implemented in CAMHS, where engagement in parenting support groups is regarded as a vital part of the change process. The FSCs link closely with all aspects of the EP&CS, as many of the young people who experience difficulties in ECS also have troubled parents. This leads to an overlap in the caseload of the SFSCs with the EP&CS.

## **12. Staff Training**

Individual staff development needs can be addressed informally or through performance management targets and lesson observations. The SENCoS can provide support or suggest courses to attend. Newly qualified teachers are made aware of school policy and can have time with the SENCoS to discuss school

procedures and their training needs. Specific training for NQTs and those on the Teach First route into teaching is also provided by the Director of Inclusion and the School Educational Psychologist.

SEND related training will be provided throughout the year. This will be done either via whole school INSETs or smaller structured workshops that run regularly on allocated afternoons, throughout the academic year. In addition to these sessions, specific SEND related training is provided via the school staff CPDL training.

### **13. Monitoring, Evaluation and Impact**

In all cases, the concept of progress is essential in determining if a child's needs are being met. Adequate progress is defined in a number of ways, including:

- the attainment gap between the learner and their peers closes
- the child's previous rate of progress improves
- access to the full curriculum is ensured
- improvements in self-help, social or personal skills are evident
- improvements in the child's behaviour are evident

The outcomes associated with successful practices are:

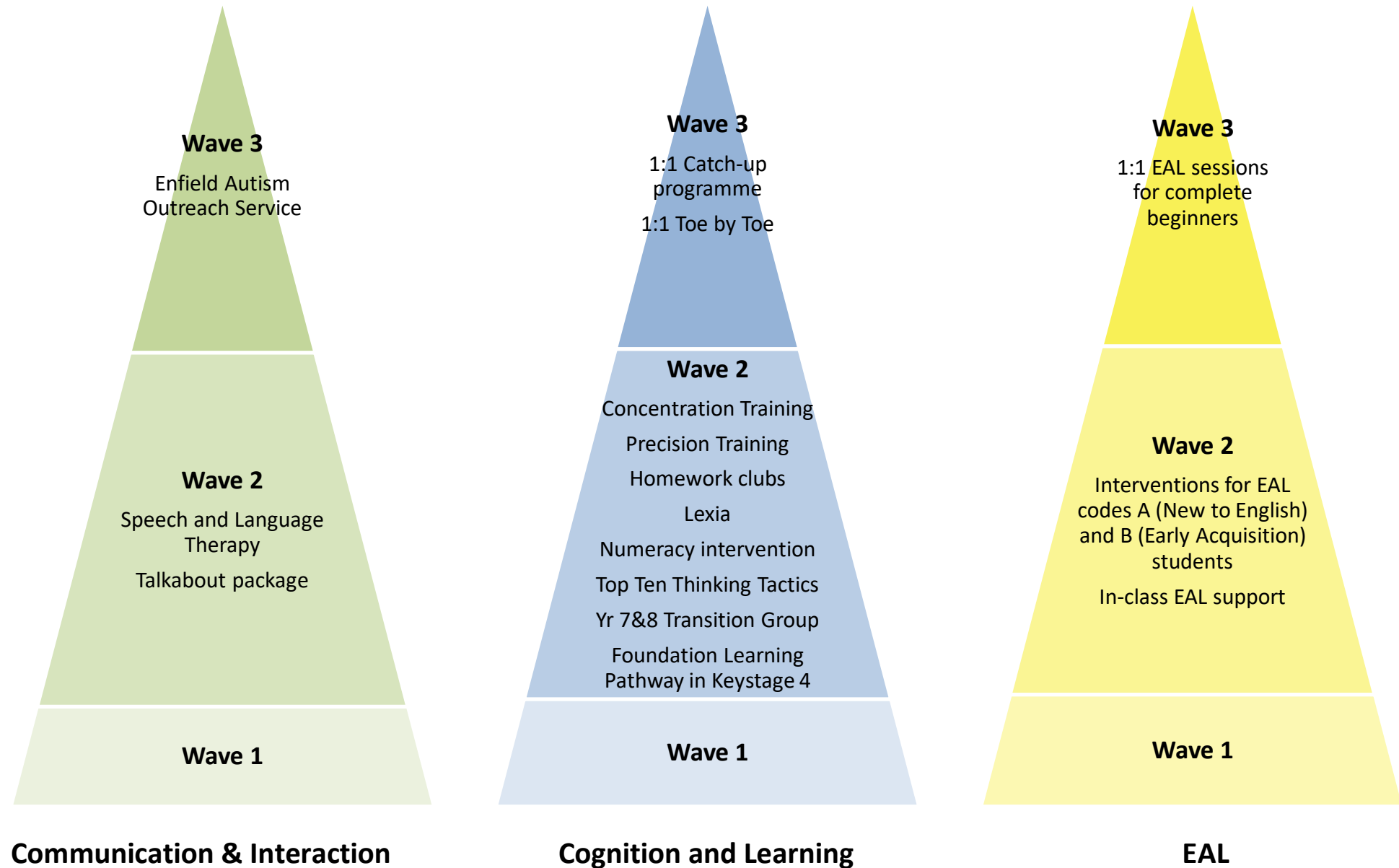
#### ***Students who:***

- Receive the Inclusion interventions and support according to their learning needs
- Make at least the expected amount of progress over each key stage
- Are engaged in their learning and enjoy attending school

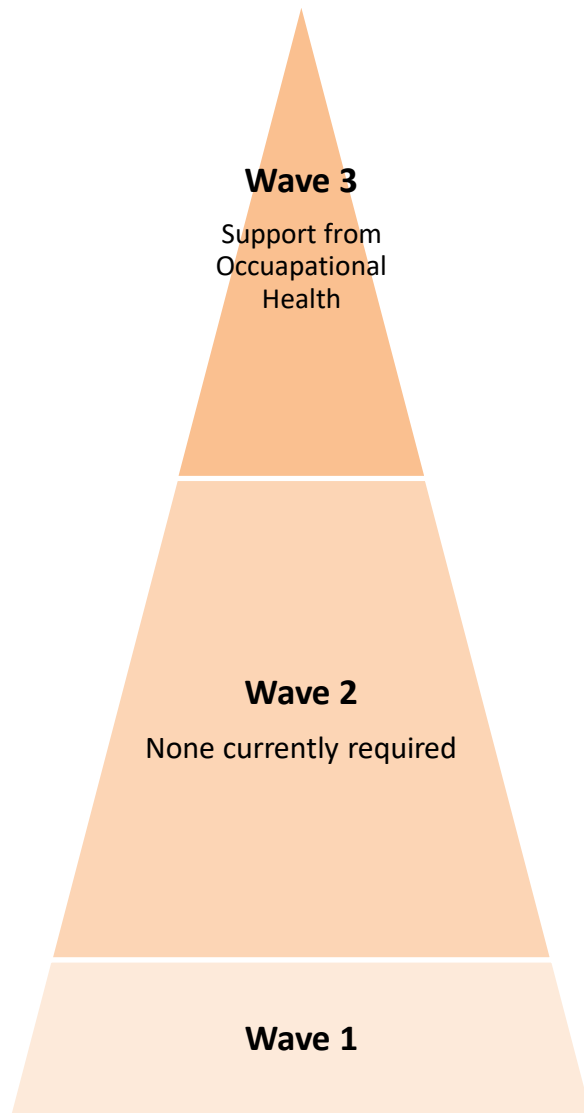
#### ***School leaders and teachers who:***

- Understand the range of Inclusion interventions available to support students' learning
- Are clear what the referral procedures are for each type of Inclusion intervention
- Participate fully in the referral procedures and keep appropriate records of impact
- Are committed to supporting students to make at least the expected amount of progress
- Contribute towards the school reaching its agreed headline targets for each Key Stage

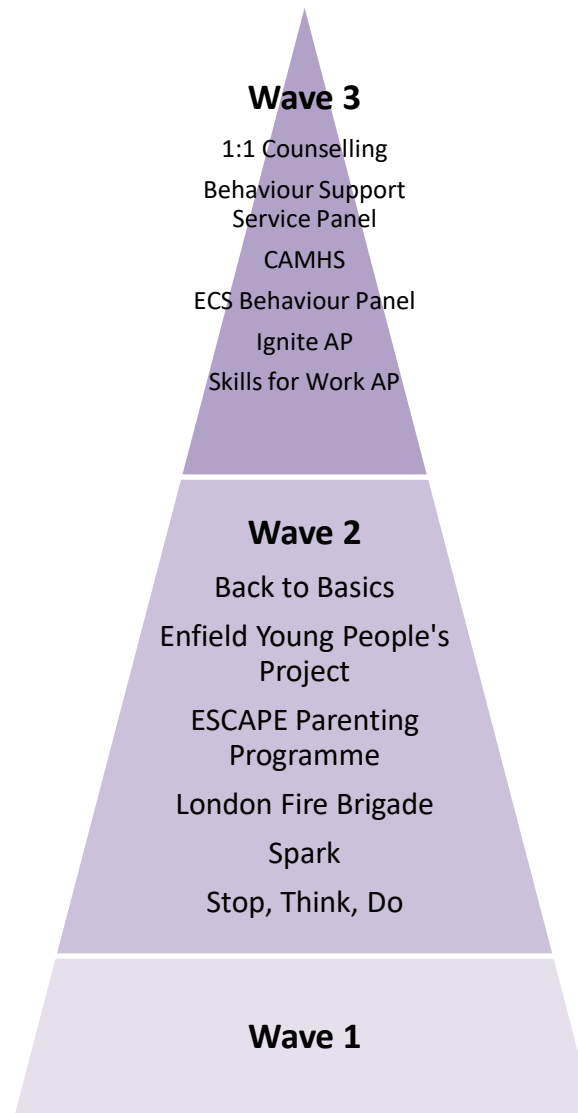
**Appendix 1: Secondary Phase Inclusion Provision maps: 3-wave models of Inclusion interventions and provision for each 'area of need'**



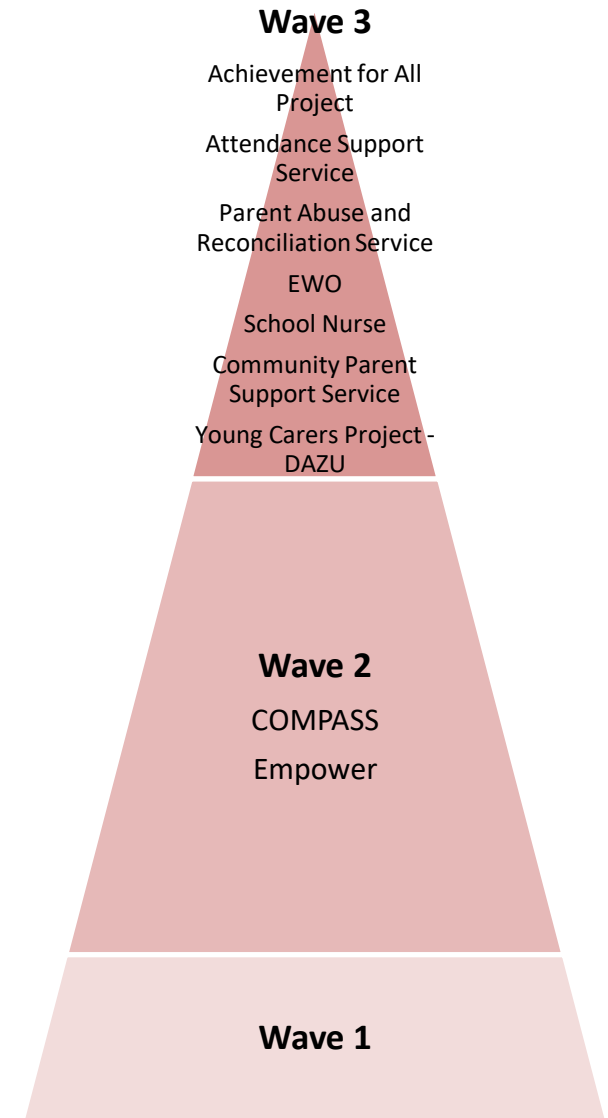




**Sensory and Physical Needs**



**Social, Emotional & Mental Health**



**Students at Risk**

## **Appendix 2: Inclusion Interventions Directory: details and costings of Inclusion provision and interventions**

### **Wave 2 Interventions:**

<b>Intervention</b>	<b>Need type</b>	<b>Yr</b>	<b>Description</b>	<b>Lead staff</b>	<b>Entry criteria / referral process</b>	<b>Exit criteria / KDIs / Success criteria</b>	<b>Timescale</b>	<b>Total cost Cost per pupil</b>
<b>Parent Partnership Occupational therapy</b>	All SEND	7-13	Parents can access an advocate to attend all SEN related meetings. School can recommend the use of this service	External agency	Parents seeking assistance for their SEND child	Once the target is achieved	As required	None
<b>Speech and language therapy (SALT)</b>	C&I	7-13	Gives advice, strategies, techniques to use with students	External agency	Students identified with Speech, language and communication needs	Once target has been achieved	5.5 days	None
<b>Talkabout: a social communication skills Package</b>	C&I	7-9	Programme to develop self-esteem, social skills, friendships, and assertiveness.	SEN teachers / EP Team / HLTA support	SALT report recommendation. Specified provision on EHCP Students struggling with social situations, at risk of bullying, etc.	Initial assessment from student and teachers; Programme to target areas where the student finds difficulties	2x 15mins sessions per week	30 mins EP / teacher time per week 30 mins HLTA time per week
<b>Concentration Training</b>	C&L	7	Exercises targeted at expanding concentration skills in a behaviourist fashion – small group	EP team	Yr 7 Transition class: Baseline measure of attention carried out - time spent focusing on an interesting task vs. a boring one. • Attention and concentration difficulties; ADHD	Improvement in concentration, as measured against a baseline; improvement in classroom functioning	10 sessions	1 hr per EP team member

Intervention	Need type	Yr	Description	Lead staff	Entry criteria / referral process	Exit criteria / KDIs / Success criteria	Timescale	Total cost Cost per pupil
<b>Lexia</b>	C&L	KS3	Online literacy programme	Campus SENCo	Reading age under 9yrs/ CATs, referral from inclusion panel	When students achieve at least Lexia Level 4 and reach reading age of at least 10	20mins X 3 per week	30 mins of HLTA time x 3 per week
<b>Top Ten Thinking Tactics</b>	C&L	Yr7	Small group metacognition (learning to learn) strategy programme	EP team	Transition class pupils with learning difficulties. Teacher and EP observations indicate weak metacognitive strategies	Completion of programme	10 sessions	1hr per EP team member
<b>Yr 7 Foundation Learning Group</b>	C&L	7	A small group of students who receive focussed teaching. Up to 10 students	SENCo	Selected during the admissions process	Student is able to work at Age Related Expectations	30 periods per fortnight	0.75 fte teacher 0.75 fte x 2
<b>Yr 8 Foundation Group</b>	C&L	8	A small group of students who receive focussed teaching. Up to 10 students	SENCo	Continue on from Yr 7	Student is able to work at Age Related Expectations (ARE)	30 periods per fortnight	0.75 fte teacher 0.75 fte TA x 2
<b>EAL intervention lessons for CEFR level A1/A2 (RED / Beginners) students</b>	EAL	7-11	For students who are not able to understand most of what is said to them in mainstream classrooms, and need intensive, explicit English language teaching as well as in class support. These interventions focus on developing speaking, writing, reading and listening skills.	EAL teacher	Unable to access in lessons due to lack of vocabulary and comprehension	Reaching the A2 level of CEFR  Improvement of comprehension in lessons.	2/3 hours per week for 2 terms	EAL teacher time per week per campus
<b>EAL intervention lessons</b>	EAL	7-11	For students who have a CEFR level B1/B2 in speaking and the other skill areas (Reading, writing, listening).	EAL teacher /	Staff observations Indicate that student struggles with producing	Reaching the B2 level of the CEFR	2 hours per week for a school year	EAL teacher time per week per campus

Intervention	Need type	Yr	Description	Lead staff	Entry criteria / referral process	Exit criteria / KDIs / Success criteria	Timescale	Total cost Cost per pupil
<b>for CEFR level B1/B2 (AMBER / Intermediate) students</b>			At this stage these students can understand around 60% of what is said to them in main stream classrooms, and need targeted, explicit English language teaching as well as some in class support.		written work as a result of limited English. Persistent grammar issues (i.e. unable to use different tenses, missing out words, lack of academic vocabulary)	Broadened vocabulary  Ability to produce coherent well-structured written work		
<b>In class EAL support for RED / AMBER students</b>	EAL	7-11	This in-class intervention is aimed primarily at supporting students who are New to English. Teachers are also supported with developing lesson materials.	EAL teacher / GLSA	Staff reports and observations of students who are New to English. Students who need support producing written work because of language	Students to be able to take part mainstream lessons and progress in their learning	Dependant on specific needs	1-3 hrs of EAL teacher time per week per campus
<b>Back to Basics</b>	SEMH	7-8	Follow up session with Year 7s/8s flagged following induction week by being placed on SEN list by primary school - small group.	EP Team	SIMS analysis Behaviour concerns at primary school; Pupil requests for additional help	Pre and post baseline SIMS data.	4 sessions	4 hrs of EP team time
<b>Enfield Young People's Project (EYP)</b>	SEMH	9	Mentoring programme and workshops targeting risky behaviour, self-esteem, social skills, etc.	External agency	By referral by pastoral teams - Year 9 vulnerable students	Completion of programme	12 weeks, off site. Wed afternoons 12.30-4.00	None
<b>ESCAPE parenting programme</b>	SEMH	7-13	12 wks course which provides outlines strategies to help deal with challenging behaviour	FSC and Community Support Service	Open to all	Completion of course	12 weeks	none

Intervention	Need type	Yr	Description	Lead staff	Entry criteria / referral process	Exit criteria / KDIs / Success criteria	Timescale	Total cost Cost per pupil
<b>London Fire Brigade</b>	SEMH	9	Intensive course at the Tottenham fire station, focusing on leadership, confidence, team building, communication. Also a 'juvenile fire starters' intervention available.	External agency	By referral by pastoral teams - SEMH concerns	Completion of programme	One set of 4 days training	None
<b>Spark</b>	SEMH	7-11	Psychoeducation mediating an understanding of the mind-body connection - small group	EP Team	SIMS analysis; Unhealthy lifestyles, social, emotional and behavioural difficulties	Intention to change questionnaire	1-2 sessions	2 hrs of EP team time
<b>Stop, Think, Do</b>	SEMH	7-8	Small group exercises targeted at expanding concentration skills in a behaviourist fashion. (Max. 6 students)	EP Team	Analysis of behaviour points, exclusions and emotional literacy scores.	Improvement in concentration, as measured against a baseline; improvement in classroom functioning	10 sessions	1hr per EP team member
<b>COMPASS</b>	Students at Risk	7-13	Drug and alcohol awareness intervention for students at risk of substance abuse.	External agency	By referral by pastoral teams - risk of child / sexual exploitation	Once habits / exposure is reduced	As required	None
<b>Empower</b>	Students at Risk	7-13	10 week programme targeting specific students. Girls being victimised/boys at risk of or carrying out abuse in relationships.	External agency	By referral by pastoral teams - risk of child / sexual exploitation	When the target is achieved	As required	None

### Wave 3 Interventions:

Intervention	Need type	Yr	Description	Lead staff	Entry criteria / referral process	Exit criteria / KDIs / Success criteria	Timescale	Total cost Cost per pupil
<b>Enfield Autism Outreach Service</b>	C&I	7-13	Newly diagnosed Autistic students. Provide regular social interactive activities and support for students Provide teachers with support	External agency	School referral Parental referral	Continued support	As required	None
<b>1:1 Catch up programme</b>	C&L	7-9	1:1 sessions for Students with RA below expected levels <ul style="list-style-type: none"> <li>EAL students</li> <li>Personalised learning</li> </ul>	HLTA support/ SEN teacher	Catch Up Programme Assessment	RA and SA target level improved.	2x 30mins sessions per week	1 hr of HLTA time per week
<b>1:1 EAL sessions</b>	C&L	7-13	1:1 sessions for Students with acute EAL needs	EAL teacher	Unable to access in lessons due to lack of vocabulary and comprehension	Next Level of the CEFR achieved	As required	EAL teacher time as required
<b>1:1 counselling</b>	SEMH	7-13	Counselling delivered using a variety of therapeutic techniques, according to the discretion of the counsellor	EP/ Counsellor	SIMS points, teacher feedback forms, parental consultation Motivation for change	Achievement of agreed outcomes	Cycles of 6 week support followed by review	1hr EP time per week
<b>Behaviour Support Service (BSS) Panel</b>	SEMH	7-13	Multi-agency problem solving panel, includes: <ul style="list-style-type: none"> <li>Have Your Say,</li> <li>Functional Analysis,</li> <li>SIMS analysis</li> </ul>	External - LA	By referral by EP and pastoral teams – fixed term exclusion triggers reached - 3 fixed term exclusions in one term or 5 in one year totalling 10 days or more.	Improvement sustained 6 weeks after panel, agreed at review panel meeting	Panels held termly. Individual case work as required.	EP preparation time for panel meetings

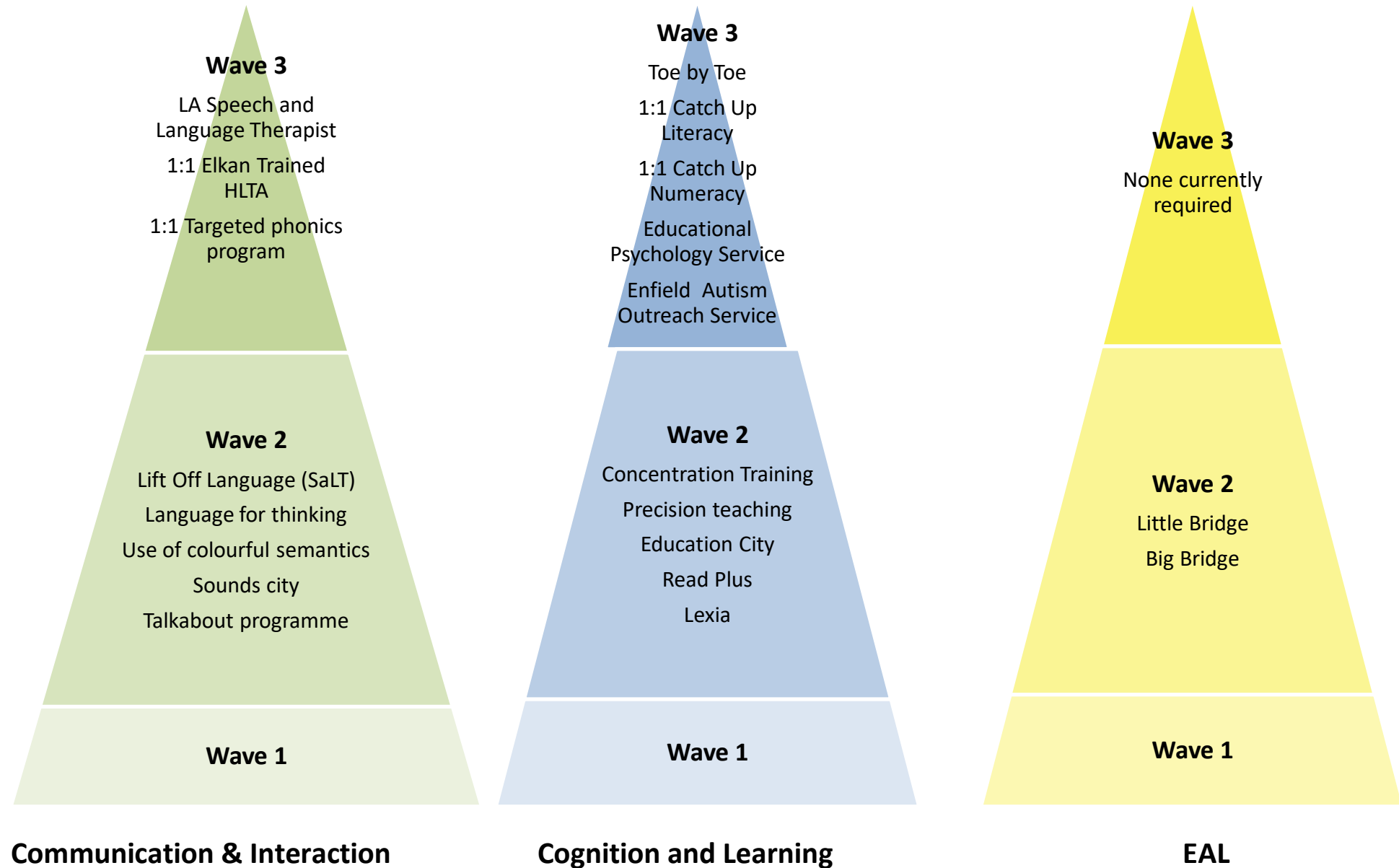
Intervention	Need type	Yr	Description	Lead staff	Entry criteria / referral process	Exit criteria / KDIs / Success criteria	Timescale	Total cost Cost per pupil
			Followed by meeting with panel, parents and student – targets and strategies agreed.					
<b>Child and Adolescent Mental Health (CAMHS)</b>	SEMH	7-13	Assessment and therapy to children and their families when there is a concern about a child's emotional or behavioural difficulties. Supporting young people with self-harm / suicidal ideation / clinically significant levels of depression / anger / self-esteem / anti-social behaviour	External agency	Early Help Form / GP Referral	Target achieved	As required	None
<b>ECS Behaviour Panel</b>	SEMH	7-13	Meeting with EP, HoP / AHT parents and student – targets and strategies agreed. PSP produced.	EP / HoP / AHT	By referral by EP and pastoral teams – fixed term exclusion triggers reached - 2 fixed term exclusions in one term or 4 in one year totalling 8 days or more.	Improvement sustained 6 weeks after panel, agreed at review of PSP.	Panels held termly. Individual case work as required.	EP preparation time for panel meetings
<b>Educational Psychology Service</b>	SEMH	7-13	Assessment of young people in support of EHCPs	External Agency	Assessment by EP	By follow-up assessment	As required	None

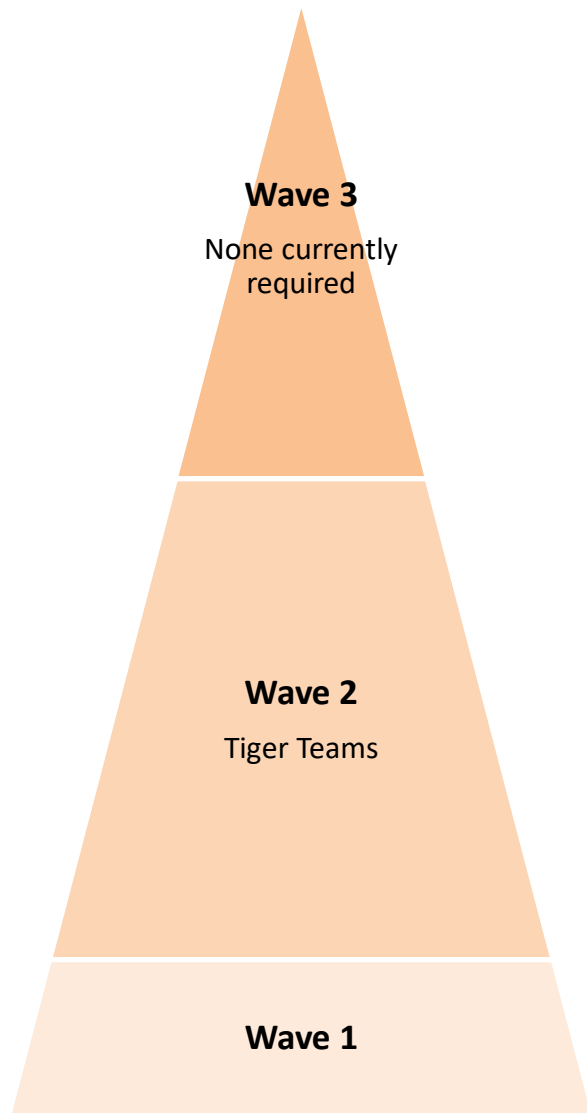
Intervention	Need type	Yr	Description	Lead staff	Entry criteria / referral process	Exit criteria / KDIs / Success criteria	Timescale	Total cost Cost per pupil
<b>Ignite AP</b>	SEMH	10&11	The Newbury Centre, Bury Street, Edmonton, N9 7JR	EP	Students at risk of permanent exclusion	End of Yr 11	2 years ft	£6500 per year = <b><u>£13000 per pupil</u></b>
<b>Skills for Work AP</b>	SEMH	10&11	Of site provision for students who have challenging behaviour and cannot access mainstream	EP	Risk of permanent exclusion	Yr 11	As required	<b><u>£6500 per pupil per year</u></b>
<b>Attendance Support Service (ASU)</b>	Students at Risk	7-13	Provide alternative educational provision for young people who are not attending school for medical reasons or who are school refusers.	External agency	Direct referral from EP/ Fair access panel	Target achieved	As required	None
<b>Education Welfare Officer</b>	Students at Risk	7-13	Support for students, parents and schools regarding effective strategies for promoting attendance and addressing levels of absence.	External agency - LA	Young people with low attendance, e.g. less than 85%	When attendance is greater than 85%	As required	None
<b>Parent Abuse and Reconciliation Service (PAARS)</b>	Students at Risk	7-13	Support agency for parents and children where a child is abusive towards parent	External agency	Parents self-referral Disclosures made by child/parent	Improved relationship	As required	None
<b>School Nurse (Forest Rd Surgery)</b>	Students at Risk	7-13	Immunisations, producing care plans, possible recommendations for screening, sexual health	External	Medical needs	By referral	As required	None



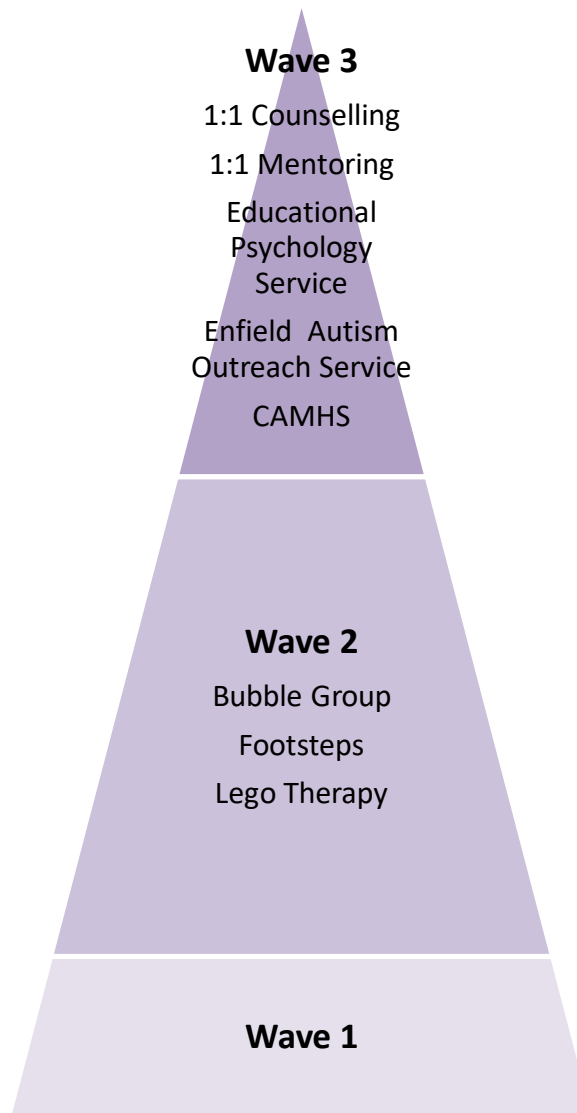
Intervention	Need type	Yr	Description	Lead staff	Entry criteria / referral process	Exit criteria / KDIs / Success criteria	Timescale	Total cost Cost per pupil
			advice, pregnancy testing, etc.					
<b>The Community Parent Support Service</b>	Students at Risk (+ parents)	7-13	<p>Works with the whole family to strengthen positive outcomes, focusing on educational concerns, routines, boundaries, and expectations.</p> <p>Provides advice on behaviour, communication and relationships.</p> <p>Runs accredited parent workshops, reflective groups and 1:1 work with parents</p>	External agency	Early Help Form	Once relationships have improved	As required	None
<b>Young Carers Project - DAZU</b>	Students at Risk	7-13	Provide enrichment activities and support for young carers	External Agency	If a young person has caring responsibility for a family member with a mental or physical disability – referral by school	When the child stops being a carer	As required	None

**Appendix 3: Primary Phase Inclusion Provision maps: 3-wave models of Inclusion interventions and provision for each 'area of need'**

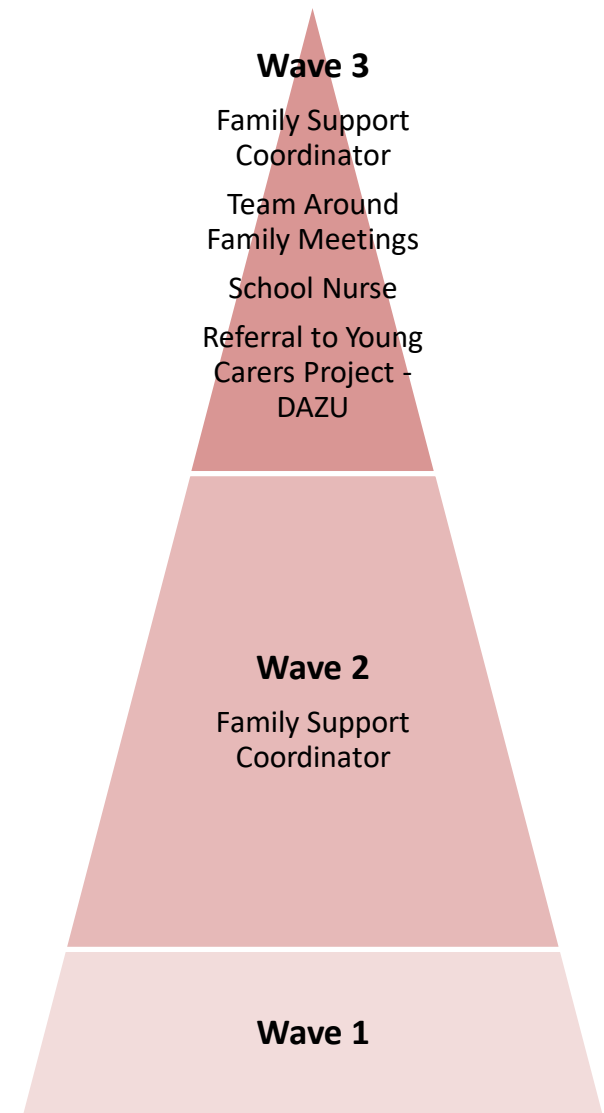




**Sensory and Physical Needs**



**Social, Emotional & Mental Health**



**Students at Risk**

## Primary Phase Inclusion Interventions Directory: details and costings of Inclusion provision and interventions

Intervention	Need type	Yr	Description	Lead staff	Entry criteria / referral process	Exit criteria / KDIs / Success criteria	Timescale	Total cost Cost per pupil
<b>Catch up programme – (Numeracy and Literacy)</b>	C&L	2-6	1:1 session for students working 2 sub levels below Age Related expectations	GRD	Catch Up Programme Assessment	RA and SA target level improved.	2x 30mins sessions per week (1 term)	1 hr of HLTA time per week
<b>Child and Adolescent Mental Health (CAMHS)</b>	SEMH	R-6	Assessment and therapy to children and their families when there is a concern about a child's emotional or behavioural difficulties. Referral for assessment for ASD and ADHD	External agency	Early Help Form / GP Referral	Target achieved	As required	None
<b>Counselling</b>	SEMH	2-6	Counselling delivered using a variety of therapeutic techniques, according to the discretion of the counsellor	EP/ Lead Counsellor	SIMS behaviour points, teacher feedback forms, parental consultation Motivation for change	Achievement of agreed outcomes	Cycles of 6 week support followed by review	1hr EP time per week
<b>Educational Psychology Service</b>	SEMH	R- 6	Assessment of young people in support of EHCP applications	External Agency	Assessment by EP	By follow-up assessment	As required	None
<b>Enfield Autism Outreach Service</b>	SEMH C&I	R-6	Newly diagnosed Autistic students. Provide regular social interactive activities	External agency	School referral Parental referral	Continued support	As required	None

Intervention	Need type	Yr	Description	Lead staff	Entry criteria / referral process	Exit criteria / KDIs / Success criteria	Timescale	Total cost Cost per pupil
			and support for students Provide teachers with support					
<b>Footsteps</b>	SEMH	2-5	A focus on improving behaviour, self-confidence and developing a positive attitude for learning.	GRD	Referral by class teacher and initial assessment	<ul style="list-style-type: none"> <li>• I can regulate my emotions</li> <li>• I can express my feelings positively</li> <li>• I am confident that I can make the correct choices</li> <li>• I can take responsibility for what and how I learn.</li> </ul>	30 mins weekly session for 1 term	30 mins of TA time per week
<b>Lexia Programme</b>	C&L	5-6	A focus on developing fundamental reading skills in a structured, sequential manner using an online programme.	GRA	Referral by class teacher and initial assessment	<ul style="list-style-type: none"> <li>• Reading age and fluency improves measured by gain in reading age</li> </ul>	1 hour weekly session for 1 term	1 hour of TA time per week
<b>Sounds city</b>	C&I	R-3	1:1 sessions for students who have significant difficulties with sounds and pronunciation	SHM	Referral by class teacher and initial assessment	Target acheived	40 mins weekly sessions per tem OR 5 x 8 mins sessions weekly	40mins of TA time per week
<b>Tiger Teams</b>	S&P	R-3	Developing motor skills, balance, core body strength and coordination to enhance learning.	GRD	Referral by class teacher and initial assessment	<ul style="list-style-type: none"> <li>• I can follow instructions</li> <li>• I am more organised</li> <li>• My motor skills have improved</li> <li>• My physical skills have improved</li> <li>• This is noticeable in my work</li> </ul>	30 mins weekly session for 1 term	30 mins of teacher time per week
<b>Toe by Toe</b>	C&L	2-6	1:1 sessions for students who have significant difficulties	GRA	Reading age / fluency is at least 2 years below chronological	Reading age and fluency improves	2x 30mins sessions per week (1 term)	1 hr of HLTA time per week

Intervention	Need type	Yr	Description	Lead staff	Entry criteria / referral process	Exit criteria / KDIs / Success criteria	Timescale	Total cost Cost per pupil
			with reading at age related expectations		age. Not responded to small group intervention			
<b>Young Carers Project - DAZU</b>	Students at Risk	5-6	Provide enrichment activities and support for young carers	External Agency	If a young person has caring responsibility for a family member with a mental or physical disability – referral by school	When the child stops being a carer	As required	None