Enfield County School for Girls

Special Educational Needs and Disabilities (SEND)

September 2026

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Introduction

This policy covers all areas of the curriculum and should be seen in conjunction with the Equality Policy, the Assessment Policy and the Code of Conduct.

Every teacher comes into contact with students who have Special Educational Needs and Disabilities (SEND) and we therefore accept that these students are the responsibility of all teachers working in the school. We believe that each student, regardless of ability, has the right to a rich and varied educational experience within the framework of a broad-based curriculum.

The school has adopted the graduated approach to Special Educational Needs as recommended in the SEN Code of Practice (Jan 2015).



Support for students with SEND is available from specialist teachers and other adults within school and from external professionals. Enfield County School for Girls works in close collaboration with the LA and its support agencies.

We recognise the importance of parental participation in the education of all students and welcome a close partnership with parents and carers.

Definition of Special Educational Needs (Code of Practice Jan 2015)

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 him or her.

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

Special Educational Needs may occur in the following areas:

- Cognition and Learning (including Specific Learning Difficulties) - when children and young people may learn at a slower pace than their peers e.g. Specific learning difficulties (SpLD), moderate learning difficulties (MLD), severe learning difficulties (SLD) global developmental delay, dyslexia, dyscalculia and dyspraxia.
- Communication and Interaction (including Autistic Spectrum Disorders and Speech, Language and Communication needs) - when children and young people have difficulty in communicating with others and/or understanding what is being said to them e.g. speech, language and communication needs (SLCN) Autism Spectrum Disorder (ASD), Asperger's Syndrome
- Social, Emotional and Mental Health - e.g. withdrawn or isolated, disruptive or disturbing behaviour, attention deficit hyperactive disorder (ADHD), anxiety or depression, eating disorders, attachment disorder
- Physical Disability/Sensory Impairment - when a child or young person has a disability that prevents or hinders them from making full use of educational facilities generally provided e.g. physical disability (PD), vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) or Cerebral Palsy (CP) epilepsy

In addition to those needs identified in the Code of Practice, Enfield County School for Girls also recognises that special provision may be required by students with very high ability and by some bilingual students.

(Please also refer to Enfield County School for Girls Equality Policy).

Admissions Policy

The admission arrangements for a student with Special Educational Needs, but without an Education, Health and Care Plan (EHC Plan), are no different from those of any student. Within the quota areas, the highest priority is given to students whose EHC Plan specifies that a placement at a particular secondary school (i.e. Enfield County School for Girls) is appropriate.

Roles and Responsibilities

SENDCo

Responsible for:

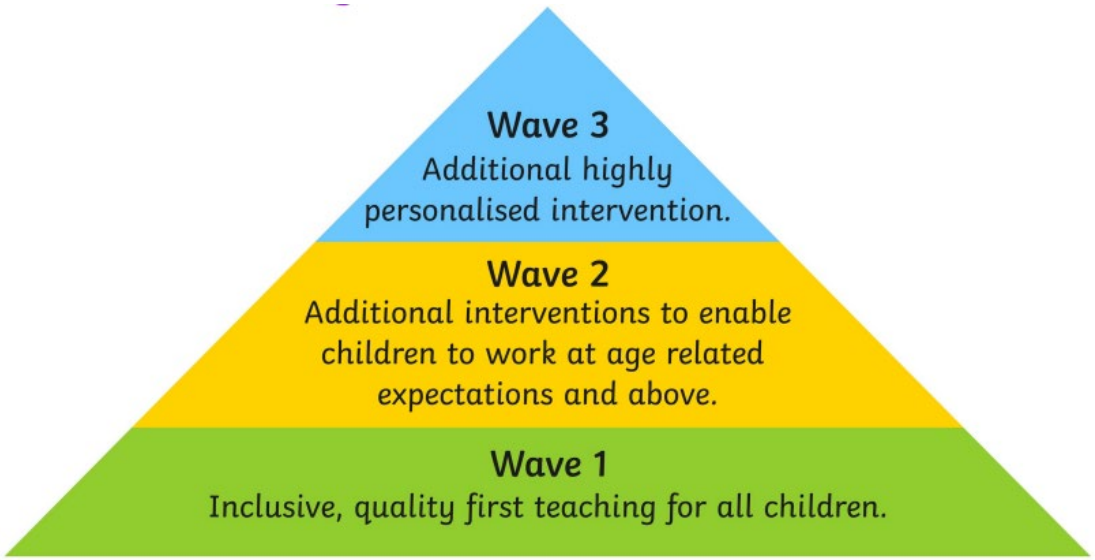
- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for students with SEND
- Liaising with the relevant Designated Teacher where a Looked After Child has SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Liaising with parents of students with SEND
- Liaising with early years' providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a student and their parents are informed about options and a smooth transition is planned
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all students with SEND up to date

SEND Department including the Assistant SENDCo, teachers and teaching assistants

The SEND Department works with staff, students and parents, to enable students to gain the maximum benefit from the educational opportunities available at the school **by providing:**

- **Inclusive high quality first teaching for all (Wave 1)**

- **Additional interventions to enable students to work at age-related expectations or above (Wave 2)**
- **Additional highly personalised interventions (Wave 3)**



Progress and Achievement Leaders (PALs)

Responsible for:

- Working with the SENDCo in managing the provision for students with SEND, especially those with social, emotional or mental health difficulties.
- Liaising with parents/carers of students with SEND.
- Working with external agencies.

Subject Staff

- Use a variety of teaching methods and learning activities including scaffolding, targeted questioning and consistent monitoring to support the learning of all students.
- Alert SEND department to concerns about students with suspected SEND.

Governors (S***ee Appendix)***

- Must publish information on their websites about the implementation of the policy for students with SEND. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.

Identification, Assessment, Monitoring and Record Keeping

Identification

Students with SEND are identified in a number of ways:

- Reports from Primary Schools
- Existing Education, Health and Care Plans (EHC Plans)
- Parents / Carers
- Educational Psychologist (EP) reports
- Speech and Language Therapist (SLT) reports
- KS2 SATs results
- New Group Reading Tests and/or FFT Reading Tests
- Baseline Maths tests
- Screening tools and checklists used for dyslexia, dyscalculia, ASD, ADHD, speech and communication difficulties and SEMH
- Reports from specialist teachers for hearing or visually impaired students
- Information from subject teachers / pastoral team / support staff
- Information from students themselves

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

When deciding whether special educational provision is required, we will start with desired outcomes, including the expected progress and attainment and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Assessment and Monitoring

Every student at the school is assessed by subject and pastoral staff through the school profiling system.

More frequent reports on students with SEND may be requested by the relevant PAL / SENDCo / Assistant SENDCo.

The SENDCo and/or Assistant SENDCo monitors progress of students with SEND through discussion with subject staff and PALs:

- Detailed records are kept by PALs and the SEND Department

- Observations of students with SEND are made by staff throughout the year
- Regular meetings of SEND department are held where needs of the students are discussed and strategies planned
- Core Meetings for each year group are regularly held to discuss the progress of individual students

These core meetings include the PALs, the Deputy Headteacher in charge of Curriculum, the Deputy Headteacher in charge of Behaviour and Attitudes, Subject Coordinators and SENDCo.

Strategies are suggested, discussed, put in place and reviewed to improve these students' progress.

Information

Information on students with SEND within school is disseminated as appropriate through:

- Staff briefings
- Weekly dedicated SEND bulletin
- Notice boards
- PALs meetings and core meetings
- Memos and emails from SENDCo
- Inclusion register
- Pupil Profiles
- Individual Education Plans
- SEND Support Plans
- SEN advice booklets
- SENDCo surgery
- All staff "Students With Additional Needs" Teams page

Information is communicated to parents through:

- Parents' evenings: SENDCo attends all formal parents' evenings for Years 7-13
- Profiles
- Informal meetings
- Reviews

- Letters and telephone calls
- SEND coffee mornings

Access to the Curriculum

The school ensures that all students have access to a broad and balanced curriculum. A range of teaching methods and learning activities, including scaffolded work, modified groups and in-class support are used to meet the needs of individual students.

High Quality First Teaching

Teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

The SEND Department assists subject staff in the preparation and adaptation of materials, in assessing the readability of textbooks and in the production of scaffolded worksheets so that the curriculum is accessible to all students. Help can also be given in the preparation of extension materials for more-able students.

In-Class Support

In many classes there is a teaching assistant working alongside the class teacher. The rationale behind this approach includes the following:

- No stigma attached to the targeted student(s)
- Students have access to the whole curriculum
- Support is available for more students within each class
- On the spot help is provided for real problems
- An extra adult is beneficial in the management of the whole class, enabling the subject specialist to concentrate on individuals

The level of in class support is attained by considering a number of factors: statutory guidance from the student's Education, Health and Care Plan (EHC Plan), the student's attainment data, and discussions between the SENDCo, teachers, the young person and parents.

Withdrawal/Short Term Interventions

The SEND Department recognises that there are, however, some circumstances in which an individual or a small group might benefit from a short period of intensive teaching on a particular topic or area of difficulty away from the main class so that necessary skills can be improved. The interventions are monitored by the SENDCo. Data is used to check whether students are making progress and to plan the next steps for students. Interventions are reviewed each term to check whether they are being successfully met, this may resort in a students' removal from the SEND register in consultation with the student and parents/carers.

Counselling

Pastoral Staff with counselling skills are available to support students with emotional or behavioural problems. Additionally, the school offers

- SEWS counselling service (Schools Emotional Well-Being Service). The counselling provides an opportunity for a young person to speak about what is concerning them and they will maybe think how to manage problems or difficult feelings in a different way and develop strategies for coping.
- SaLT (Enfield Paediatric Speech and Language Therapy Service). The school has an allocated Speech and Language therapist who works closely with the SENDCo to set up interventions to support students with speech, language and communication needs.
- EASA (Enfield Advisory Service for Autism). A team of Educational Psychologist and Specialist teachers who provide advice, guidance and training for students with autism, their teachers and families.

Extra-Curricular Support

Provision is made for students of all levels of ability to obtain additional support outside school hours. Students also come for individual help during assembly / form time.

The Learning Hub is open on both sites from 8am for students to study, complete home learning, or to receive TA support. These take place in R24 and in S18.

The Nurture Club (Room 6) at Lower School opens at breaktime and lunchtime for students to attend and take part in educational games, homework help, handwriting practice or reference books. Access to computers are available.

The Nurture Club (in the HW SEND base) at Upper School also opens at breaktime and lunchtime for students to attend and take part in educational games, homework help, handwriting practice or reference books. Access to chromebooks are available.

Many students use the opportunity to seek help with difficulties from SEND staff and subject staff who have volunteered their services. Allowing open access to the clubs is a deliberate policy used to encourage students of all abilities to use the resources.

Homework support is provided after school in both sites until 4.20pm, and students are encouraged to make use of the TA support in both clubs.

Lexia Club runs every morning from 8.30-9am in Lower school, and runs on selected mornings in Upper school to complement form time interventions run by the Maths. English and Science departments.

TAs provide pastoral support during form times and at break and/or lunchtimes for those who need assistance with self-regulation strategies, and for those who need support with confidence or self-esteem.

Monitoring the effectiveness of curriculum provision

The quality of teaching and learning and standards of achievement for all students, including those with Special Educational Needs and Disabilities, is monitored through the school's assessment procedures. (see Assessment and Feedback Policy)

Resources

Funding for SEND is used to provide in-class support for students identified on the SEND Register, and to reduce class sizes, thereby providing additional support for all. Some resources are used to allow one-to-one support or small group interventions to take place as appropriate.

Staff Development

SEND INSET is part of the whole school INSET programme. The SEND Department is available to provide staff training. All teachers are encouraged to attend borough or national INSET.

Annual INSET on SEND for staff includes:

- Whole staff training on different SEND areas
- Induction for NQT and staff new to the school - school policy and procedures for SEND
- SEND training for trainee teachers
- Training is also organised to raise awareness of specific special needs
- Training to promote awareness of procedures for child protection is provided for all staff, especially those new to the school
- SEND Shadowing Days take place termly to monitor SEND provision and to inform staff CPD focus

Parental Involvement

Information is communicated to parents termly through normal school channels (see page 8). Enfield County School for Girls welcomes close links with parents and carers and believes that parents have a vital role to play in helping their children to make progress at school. Parental support for students is encouraged and parents are contacted if there are concerns over progress, attitude, behaviour or attendance. This is part of the school's graduated approach to SEND. Regular reviews are held for all students with an EHC Plan and for other students with SEND where appropriate, to which parents are invited.

The SEND Department is ready to advise parents and carers on ways of helping their children at home, and can assist in the provision of some materials.

The SENDCo and/or Assistant SENDCo Is available for all parents' evenings from Year 7 to Year 13.

Consultation Process for Concerns

Parents and carers may have concerns about the SEND provision made for their children and these concerns should be raised with the Progress and Achievement Leader.

The PAL will consult subject departments, form tutors and the SENDCo. A response to the parents will be made, usually involving an interview so that appropriate action may be taken.

Should the concern still not be satisfactorily resolved, the matter can be passed through to Senior Management levels to the relevant Deputy Head. If necessary, it may be referred to the Headteacher who may wish to involve the school Governors. This process is detailed in the Enfield County School for Girls Complaints Policy.

Outside Agencies and Support Services

Educational Psychology Service

The school has an allocated Educational Psychologist (EP) who visits the school once or twice a term. EP consultation meetings are held to address particular students' needs when appropriate. Access to most external support services is through EP recommendation. Referrals to the EP are made through the SENDCo in consultation with Progress and Achievement Leaders. The EP could also be involved in INSET.

Child & Family Service plus CAMHS (Child & Adolescent Mental Health Services)

One Consultant Child and Adolescent Psychiatrist heads a multi-disciplinary team, which includes child psychiatrists, child psychotherapists and social workers at the Child & Family Centre. Students who are seen to need psychiatric help or counselling may be referred to them after consultation with parents. Students are usually seen with parents. Post-16 students are able to make self-referrals to this service.

SEWS (Schools Emotional Well-Being Service) run by CAMHS

Direct work with children and families in the school setting to provide assessment and therapeutic intervention to children, young people and their families, ensuring that children are seen at an early stage and directed to the most appropriate level of intervention for their needs.

Educational Welfare Service

The school is regularly visited by the Educational Welfare Officer (EWO), who monitors attendance, carries out home visits and who counsels students through attendance clinics.

Advisory Service for Hearing Impaired Students

The LA buys in this service, based at the Blanche Neville School. The advisory teacher visits regularly to monitor hearing impaired students, and has helped with staff INSET on hearing impairment.

Visiting Teachers for Visually Impaired

The Joseph Clarke service is bought in by the LA from Waltham Forest.

School Nurse

The school nurse is available by appointment.

Careers Office

The Enfield Careers Service has a specific role in helping students with SEND needs, Individual Education Plans (IEPs) and EHC Plans make the transition from education to employment.

Other Agencies (Social Services, Youth Liaison, Police etc.)

Involved as and when appropriate.

Links with Other Educational Establishments

Although Enfield County School for Girls is committed to the concept of mainstream schooling for all students, there are some for whom special school is more appropriate. When this is the case, a transfer to special school is organised, after careful consultation with parents or carers, student, EP and special school and LA.

In the past, students from special schools have been integrated fully into Enfield County School for Girls.

The school also has links with The College of Haringey, Enfield and North East London and Barnet, Capel Manor College, Southgate College and other local colleges. Arrangements have been made in the past for students with SEND to attend special link courses at the colleges, while remaining in school for some of the week.

Monitoring and Evaluation of Policy

This policy is reviewed on an annual basis. Evidence collected by the SEND Department is used to evaluate provision specifically for students with special needs.

SENDIASS

Should you need additional advice about your child's SEND provision, the Enfield Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS) is open to any Enfield resident aged 0 – 25 with special educational needs, and the parents or carers and professionals who support these families. This service is impartial, confidential and free to use.

SENDIASS provide support with:

- Statutory duties, eligibility and referrals to local service provision.
- Rights of parents, children and young people.
- Support with applications, form filling and drafting letters.
- Complex documentation including needs assessment, reviews and Education Health and Care Plans (EHCPs).
- Arranging and attending meetings in schools or with local authority professionals.
- Support with disagreement resolutions – including support with complaints, referral to mediation services and support with appeals.

- Advice relating to school and college placements and exclusions.
- Information on complaint procedures and mediation.
- Independent advocacy around decision making; discrimination; rights and entitlements.

Contact details for SENDIASS are:

Phone: 07494 280 063

Email: sendiassenfield@centre404.org.uk

Website: https://centre404.org.uk/our-services/support-for-families-2-2/