

Worcesters Primary School: London Borough of Enfield

School SEND Information Report: November 2017

How does the school know if children need extra help?	<ul style="list-style-type: none">• Termly assessments in literacy and numeracy.• Tracking of all pupils from Nursery to Year 6 to ensure good progress is made.• Observations and assessments are made in all other subjects.• Termly progress review meetings for all classes involving class teachers, support staff, SENCO/Assistant Head Teacher (AHT) for Inclusion and Headship team.• Parents or outside agencies sometimes inform the school about a child's needs especially as a new arrival.
What should parents do if they feel that their child is not making progress or may have special educational needs?	Speak to the class teacher who will give advice and when appropriate consult other members of staff. If parents are still concerned arrange to meet with the SENCO, Miss A Geoghegan, or Assistant Head (AHT) for Inclusion, Mrs M Smith.
How will early years and school staff support my child?	<ul style="list-style-type: none">• Teaching assistant employed full time in each class.• Home visits at the beginning of the school year.• Pupils with additional needs complete extra visits to school before start date to aid transition.• Key worker allocated to each child who will meet with parents each term to discuss progress and next steps.• Learning through play and multisensory activities, taking into account the child's own interests.
How will the curriculum be matched to my child's needs?	Assessments will be made by class teachers and when appropriate the SENCO/AHT for Inclusion or specialist from an outside agency so that any difficulties or gaps in learning can be pinpointed. Teaching staff are skilled in differentiating the curriculum and providing support strategies such as using visual cues, breaking down tasks into smaller steps and using practical equipment to enhance learning.
What support will be available for my child's overall well-being?	<ul style="list-style-type: none">• Two Learning Mentors are employed by the school to support children with SEND needs.• A full time welfare assistant• The Parent Support Advisor is available to discuss issues related to social and emotional concerns with parents and carers.

	<ul style="list-style-type: none"> • A family therapist works at the school one morning each week. This is part of the HEWS programme (Health and Emotional Wellbeing in Schools) • PSHE (Personal Social Health Education) lessons take place in all classes. • The school completes a lot of work on Bullying and Cyber-bullying through assemblies and PSHE lessons. • The school has a new E-safety policy.
<p>What specialist services and expertise are available at or accessed by the school?</p> <p>*Please note that school does not refer to any outside agency without the full consent of parents.</p>	<p>The school may consult any one or more of the following agencies after consultation with parents and families:</p> <ul style="list-style-type: none"> • The Educational Psychology Service • Speech and Language Service • Behaviour Support Service • CAMHS (Child and Adolescent Mental Health Service) • Parental Support Service • Educational Welfare Service • School Nurse • Social Services • Occupational Therapist/Physiotherapist • Autism Advisory Service
<p>What training are the staff supporting children with SEND had or are having?</p>	<p>There is a Professional Development programme planned for all staff on a yearly basis. This has included training on Autism and Dyslexia.</p> <p>Individual members of staff have attended more specialist training on subjects such as Specific Learning Difficulties, Speech and Language, Makaton, Emotional Health and Wellbeing, ADHD, supporting pupils with behavioural difficulties and assessing pupils with SEND.</p>
<p>How will my child be included in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> • Parents and carers are invited to support on trips where appropriate. • Children are well prepared before a trip and talk through the itinerary for the day. • Risk assessments are completed and additional adults are deployed where necessary.
<p>How accessible is the school environment?</p>	<ul style="list-style-type: none"> • Dropped curb and easy access to the school office. • Disabled toilet available • A lift to the upper floor allowing wheelchair access. • There are two spaces in the car park for Blue Badge holders.

<p>How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?</p>	<ul style="list-style-type: none"> • Transition is planned for all year groups. • Additional visits and meetings with pre-school settings and secondary schools as appropriate • Transition/social story books as required.
<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<p>Resources are allocated according to individual, class, year group and whole school needs.</p>
<p>How is the decision made about what type and how much support my child will receive?</p>	<ul style="list-style-type: none"> • The SENCO/AHT for Inclusion following a consultation with parents and outside agencies will meet with the Head Teacher to discuss allocation of support which is appropriate and fair to all children. • Children with SEND and those with an Educational Health Care Plan (EHCP) are reviewed each term. The effectiveness of any support will be discussed. Parents, carers and staff supporting the child will always be invited to the meeting. If appropriate the child will also be able to attend.
<p>How are parents involved in the school? How can I be involved?</p>	<p>Parent- Teacher consultations are held in October and February of each year. In addition to this, children with SEND will be reviewed termly and this will include parents.</p> <p>School staff are happy to liaise and make decisions jointly with parents and carers regarding their child's needs.</p>
<p>Who can I contact for further information?</p>	<p>Class teachers should be approached initially by parents and carers either at the end of the school day or by phoning the school office for an appointment.</p> <p>Mrs. Voller (Parent Support Adviser) is available to discuss concerns related to attendance and welfare.</p> <p>Miss Geoghegan (SENCO) and Mrs Smith (AHT for Inclusion) are available and can be contacted via the school office.</p> <p>Telephone: 020 8363 7860 Fax: 020 8366 7475 Email: office@worcesters.enfield.sch.uk</p>

Useful contact information.

Enfield Local Authority – Local Offer-

<https://new.enfield.gov.uk/services/children-and-education/local-offer>

Every Parent and Child - free and independent, confidential advice and support for parents and carers.

<https://www.epandc.org.uk>

Phone: 020 8373 6243 or email: enquiries@epandc.org.uk

Our Voice – A parent-led organisation seeking to improve services for children with disabilities in Enfield.

<https://www.ourvoiceenfield.org.uk>

Phone: 07516 662315; or email: info@ourvoiceenfield.org.uk

Community Parent Support Service – available to all families living in Enfield. For parents of children aged 0- 18 years dealing with concerns and issues before they escalate and become a problem.

Phone: 020 8372 1500

SENDIASS - Special Educational Needs and Disabilities Information, Advice and Support Service.

<https://www.epandc.org.uk/services/sendiaass>

Phone: 020 8373 6273

Autism Advisory Service

<http://www.enfieldasa.org.uk/>

Administrator Contact Telephone Number: 0208 353 4186 (lines are open from 9.00 AM TO 17.00 PM. Voicemail message can be left outside of these hours)

EMAIL: admin@enfieldasa.org.uk

ADDRESS: Enfield Advisory Service for Autism,
c/o Russet House School, 11 Autumn Close, Enfield, EN1 4JA

If you have any concerns always speak to the school first. Below is a link to our Complaints procedure.

<http://www.worcesters.enfield.sch.uk/wp-content/uploads/2015/04/16-09-15-Complaints-procedure-Sept-2015.pdf>