

## The SEND Information Report in brief.

Our SEND Information Report tells you how we support children with Special educational needs or Disability (SEND). The full report is 16 pages long. These two pages summarise for what is in the full report.



The report details:

- **What our approach is to supporting children with Special Educational Needs or Disability** – Every child in our school has the right to be educated to learn as much as they are capable of learning. As far as it benefits the child, we believe they should be educated in our school.
- **How we decide if a child has Special Educational Needs?** – because parents or teachers or the child themselves are concerned or because we see slower progress than we would expect.
- **What sort of Special Educational Needs or Disability children in our school have?** – the most common thing is difficulties with language, the least common is physical disability. In between are children who find it difficult to manage their emotions and children for whom learning is difficult for some reason we may not be able to identify.
- **What we do to help our children with SEND?** A range of strategies from a bit more support to applying to the Local Authority to fund an additional adult to support a child who is currently unable to manage independently.
- **How we allocate resources to help our children with SEND** – by carefully using the resources available to the school to provide a range of responses using our highly trained staff.
- **How we check children are making progress** – by teachers meeting every term with the senior leadership team to talk about their children. By meeting every term with children who have SEND and their parents. By discussing children's progress with parents at parents' consultation evenings.
- **How we support children's well-being** – through clubs, activities, Mrs Fletcher's work as Welfare Officer and through working with a range of outside agencies.
- **How we help our children prepare of adulthood** – this is our biggest aim and we start from Nursery, giving children responsibilities and encouraging them to say what they think and feel.
- **How we look after children in Care who have SEND** – through the same support as we give for each child, but with additional meetings and discussions about how resources can be used to help children in this difficult position.
- **Which specialist services we work with to support our children** – a range of experts in children's development, learning, speech and language, behaviour support and a number of others. The most frequently consulted agencies are Speech and Language Therapists, Educational Psychologists, Physiotherapists, Occupational Therapists and Child and Adolescent Mental Health Services.
- **The training our staff receive** - this is continuous and includes whole-school priorities and specific training for particular staff in carefully identified areas.
- **How we include children/young people in school trips** – we make sure that we only book trips on which everyone can go.

- **How we make our school accessible** – through ramps, lift, disabled toilet facilities, clear markings, and amplified sound in halls and classrooms.
- **How we prepare children for joining or leaving our school** – through home visits, entry interviews and good communication with the schools our children come from or move to.
- **How parents are involved in school life** – by making ourselves, as staff, available to talk to parents and carers. By inviting you to meetings to talk about your children, and through our website [www.fleecefield.enfield.sch.uk](http://www.fleecefield.enfield.sch.uk).
- **Who to contact to discuss a concern** – ideally your child's class teacher, but if you would rather you can ask the school office to organise an appointment with a member of the Senior Leadership Team.
- **Who to contact to complain** – again, ideally your child's class teacher, but if this is not appropriate ask the office to organise a meeting with a member of the Senior Leadership team.

Last updated September 2018.

To be reviewed September 2019