

Special Educational Needs Information Report



Approved by:	Joanne Lowe (Principal) & Victoria Blastland (SENCO)	Date: 03.09.2026
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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website <https://enfieldacademy.co.uk/important-information/sen-information> .

Note: If there are any terms we have used in this information report that you are unsure of, you can look them up in the Glossary at the end of the report.



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1. What types of SEN does the school provide for?

The term 'SEN' refers to a child who requires additional and different provision from that usually provided within the classroom. Children can have special educational needs due to a range of reasons or circumstances. Special educational needs come under four broad areas:

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO



Our SENCO is Miss Victoria Blastland.

Miss Blastland has 6 years' experience in this role and has worked as a class teacher for 10 years. Miss Blastland achieved the National Award in Special Educational Needs Co-ordination role in 2021. She is allocated one afternoon a week to manage SEN provision; however, this can be adapted to suit the level of time needed at any one time.

Class teachers and teaching assistants (TAs)

All of our teachers and TAs receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

We have a team of TAs, who have been trained to deliver SEN provision. Our teaching assistants are trained to deliver interventions such as Sensory Circuits, Number Stacks, JENX and a range of Social Skills interventions, amongst an array of others.

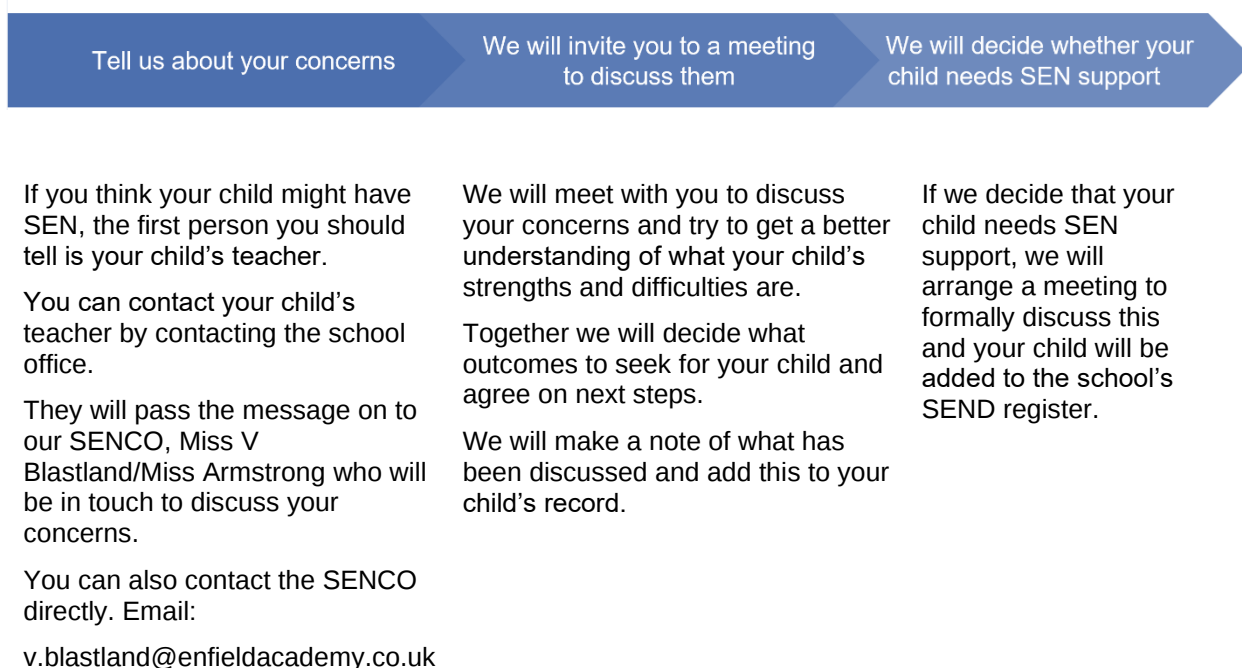
External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Compass Go
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?

If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's teacher. This then may result in a referral to the school SENDCO (Miss Blastland/Miss Armstrong). Parents may also contact the SENDCO or the Principal directly if they feel this is more appropriate. All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.



4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who are not making the expected level of progress in their schoolwork or socially. This might include reading, writing, mathematics, social awareness/skills or their ability to manage emotions.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning, academically or otherwise. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who do not have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

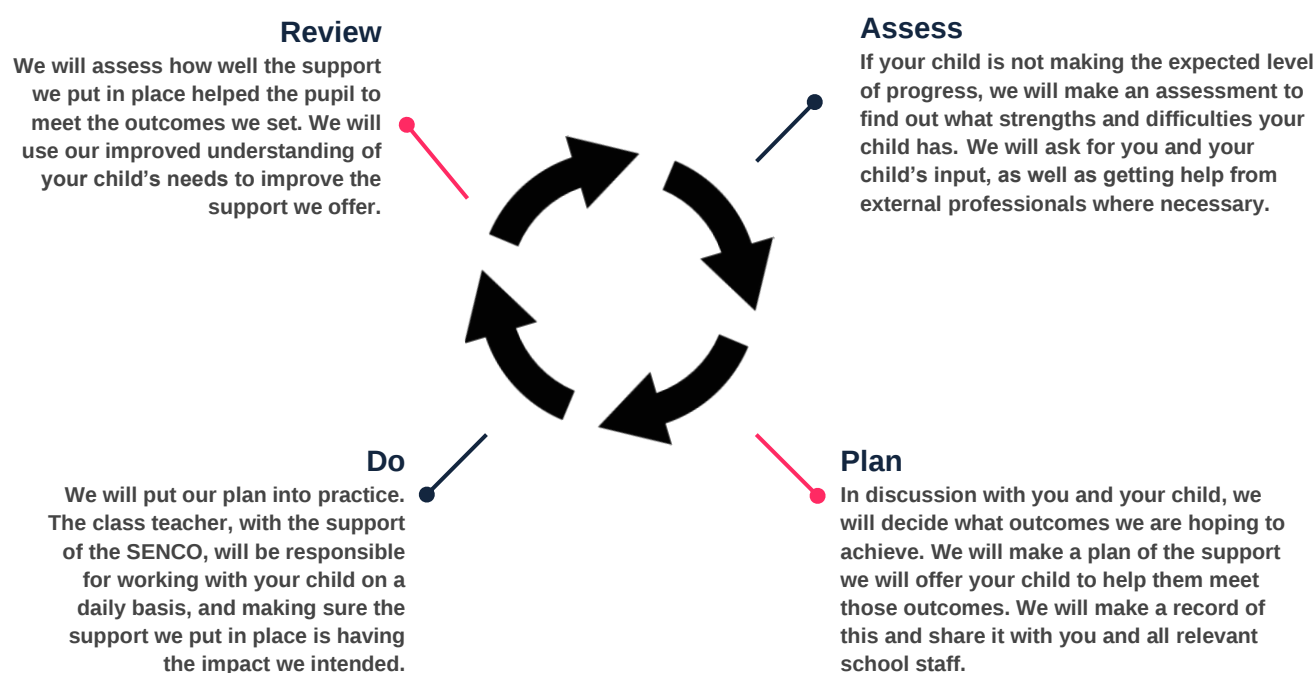
The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision via an arranged meeting.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

At Enfield Academy of New Waltham, we follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress. We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress.

Alongside this, your child's class teacher will meet you three times per year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

Where relevant, the SENCO may also attend these meetings to provide extra support.

We know that you are the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is affecting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion, we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher. As mentioned previously, you can contact your child's class teacher directly via the Class Dojo messaging feature or by contacting the school office.

7. How will my child be involved in decisions made about their education?

At Enfield Academy, as part of the Graduated Approach process, we use Provision Plans to support pupils and capture their views. As part of this, children identify their abilities and strengths, their personal aims and the action they require to be taken by the school to reduce barriers to learning and social success. Each term, this information will be reviewed and the pupil's views gained on the effectiveness of the action taken so far to meet their needs.

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum; we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or method of recording learning.

Modifying our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud etc.

Adapting our resources and staffing.

Using recommended aids, such as laptops and iPads, coloured overlays, visual timetables, larger font etc.

Teaching assistants will support pupils on a 1-to-1 basis or in small groups, where appropriate.

We may also provide the following interventions:

- Number Stacks
- Precision Teaching
- Active Learning
- Sensory Circuits
- All About Me
- Time to Talk
- Socially Speaking
- The Friendship Circle
- JENX
- Phonics Bug
- Toe-by-Toe

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after an agreed number of weeks
- Holding pupil discussions to gain their views
- Monitoring by the SENCO
- Regular assessment to measure some elements of progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

- A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
- The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- If a child requires more support than is available through special educational needs support, the school can apply for an EHCP to gain 'top up funding' to deliver provision that is over and above that which the school are expected fund themselves from their general funding.

This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:

- Targeted differentiation to increase access to learning
- In class, adult or peer support aimed at increasing skills in specific area of weakness
- Out of class support and intervention
- Small group tuition to enable catch up (subject or targeted at additional need)
- Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc)
- Provision of specialist resources or equipment (use of ICT, sloping board, chew bracelets, electronic versions of text etc)
- Access to support from in-school sources e.g. Happiness and Well-being Champion

- Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
- Implementation of strategies from support agencies e.g. Educational Psychologists

11. How will the school make sure my child is included in activities alongside pupils who do not have SEND?

All our extra-curricular activities and school visits are available to all our pupils, including after-school clubs. We engage with events designed by our local school sports partnership targeted at SEND pupils.

All pupils are encouraged to go on our school trips, including our residential trips, which are offered to our KS2 children.

All pupils are encouraged to take part in sports day, school plays and enrichment activities that occur throughout the school year.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Please refer to the information contained in our school Admission Policy.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

13. How does the school support pupils with disabilities?

The school complies with all relevant accessibility requirements; please see the school accessibility plan for more details.

Access to the physical environment of the Academy has been adapted to cater for children and adults with mobility issues. Ramps are in place to aid access into the Academy from a variety of exits, and grab bars are situated within designated toilets within the Academy.

We recognise that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children may also have SEN and may have a Statement or an EHC Plan which brings together their educational provision and health and social care needs. For more information on the support given to children with medical needs see the Medical Needs Policy

At Enfield Academy of New Waltham, we ensure that all children and parents have equal access to all written documentation. Most documents are available through the Academy website for personal downloading and adapting for preference, and paper copies are always available from the Academy office. We offer the service of enlarging documents or copying onto coloured paper if requested.

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Planned programmes of support for individuals and groups, led by the school's qualified 'Happiness and Well-being Champion' (as a 'Mental Health First Aider')
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the SLT
- Interventions based on emotional literacy and social skills such as: Time to Talk, Socially Speaking and The Friendship Circle are used to support children's mental health and social development within school
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills
- Our staff and children are always looking for ways to spread happiness both within our school and the wider community. We celebrate our triumphs by blowing our own trumpets and we show appreciation for others' good deeds. Our school thrives on positivity and negativity is frowned upon.
- Our extensive PSHE curriculum, which supports pupils' social and emotional development, is delivered in weekly sessions across the school
- We work in partnership with Compass Go, who deliver workshops and programmes (for example, on anxiety and managing strong emotions) to groups of pupils identified as requiring specific support across the school year

15. What support will be available for my child as they transition between classes or settings?

A number of strategies are in place to enable effective pupils' transition. These include:

- A planned introduction programme is delivered in the summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo is available to meet with the parents of any new pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Transition to the next school:

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND according to specific requirements.
- The annual review in Y5 for pupils with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

16. What support is in place for looked-after and previously looked-after children with SEN?

The designated teacher for looked-after children and previously looked-after children here is Mrs Lowe (Principal). She can be contacted on 01472 321434.

Mrs Lowe will work with Miss Blastland, our SENCO/DDSL, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve the concerns, parents are welcome to submit their complaint formally.

It is in everyone's interests for complaints to be resolved as quickly and at as low a level as possible. Our SEND complaint procedure is as follows:

The complaint is dealt with by the class teacher – the complainant needs to feel that they have been listened to and that all points raised have been addressed.

If the matter remains unresolved the complaint is dealt with by the SENCO.

If there is still no resolution the Principal should become actively involved.

If the matter is still not resolved, the complainant must put their complaint in writing to the Chair of Academy Improvement Committee, who will deal with the matter through the agreed complaint resolution procedures.

In the unlikely event that the matter is still not resolved, the parent can then take the complaint to the Enquire Learning Trust.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. <https://sendlocaloffer.nelincs.gov.uk/home/appeal-or-make-a-complaint/>

SENDIASS North East Lincolnshire is a free service for children and young people with special educational needs and disabilities and their parents and carers. It's impartial and gives confidential information, advice and support in relation to special educational needs and disabilities (SEND) and related health and social care matters. **Helpline: 01472 326363 (24 hour answerphone service. Response in 48 hrs)**

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at North East Lincolnshire's local offer. North East Lincolnshire publishes information about the local offer on their website:

<https://sendlocaloffer.nelincs.gov.uk/>

Our local special educational needs and disabilities information advice and support services (SENDIASS) can be found by following the link below:

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

Local charities that offer information and support to families of children with SEND can be found through the link below:

<https://sendlocaloffer.nelincs.gov.uk/home/help-and-support/>

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan

- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages