



# SEN Information report

**Primary and Secondary Academies**

February 2017

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## ***Our vision and how we hope to achieve it***

At Cuckoo Hall Academies Trust (CHAT) we value the abilities and achievement of all our pupils. Through our emphasis on personalised learning our academies aim to make sure that the needs of children / young people (CYP) are addressed and that they are supported in their environment and their learning. We endeavour to help every child make as much progress as possible and develop their full potential irrespective of their level of need and the barriers to learning they might encounter. *'Together we succeed'*

The most recent Ofsted ratings are available on our individual academy websites and in the public domain [www.reports.ofsted.gov.uk](http://www.reports.ofsted.gov.uk)

## ***What type of school are we?***

CHAT aims to be one of the leading multi-academy Trusts in the country. Our goal is to provide outstanding education and life changing opportunities for all our children.

We currently run five academies in North London, four primary and one secondary. Our academies are mainstream, committed to the successful inclusion of pupils. Across the Trust 11% of our learners have been identified as requiring Special Educational Needs. We offer an inclusive curriculum and programme to ensure the best possible progress for all pupils. Successful inclusion is a key aim and this takes different forms depending on the needs of each individual child.

In the academic year 2016-17

### **Cuckoo Hall Academy**

A four-form entry primary academy from Nursery to Year 6.  
11% of pupils receive SEN provision.

### **Enfield Heights Academy**

A one-form entry primary academy currently from Reception up to year 4  
11% of pupils receive SEN provision.

### **Heron Hall Academy**

An increasing form entry, currently at six for Year 7, up to four in Year 10  
11% of students receive SEN provision.

### **Kingfisher Hall Academy**

A two-form entry primary academy currently from Nursery up to year 4  
10% of pupils receive SEN provision.

### **Woodpecker Hall Academy**

A two-form entry primary academy currently from Nursery up to year 5  
11% of pupils receive SEN provision.

## ***Our special educational needs co-ordinators and how they can be contacted***

A parent can address any concerns initially with their child's class teacher. Alternatively, parents can also ask to speak to the Academy's SENCo. Prospective parents should also contact the individual academy office to arrange an appointment with the SENCo / Inclusion Manager.

Please see **APPENDIX 1** for full SENCo contact details for each of our academies.

## ***How we know if a child / young person has special educational needs***

A child or young person has special educational needs if he or she has learning difficulty or disability which calls for special educational provision to be made for him or her.

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of other pupils of the same age.

The January 2015 Special educational needs and disability code of practice: 0 to 25 years states:-

- xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*
- xiv. 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*

## ***Types of Special Educational Needs we provide for***

Our academies are inclusive and as such we endeavour to make provision for children and young people with a range of SEND. There are four broad areas of need. Some children may have needs that fit within one area of need, some have needs that span two or more, and for others the precise area of need may not be clear from the outset.

### **a. Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) may have difficulty in communicating with others. This may be because they have difficulty expressing themselves, understanding what is being said to them, some may not understand or use social rules of communication. Specific learning difficulties such as dyslexia, or physical or sensory impairment such as hearing loss, may also lead to communication difficulties.

Children with an Autistic Spectrum Disorder (ASD) may also have difficulties with communication, social interaction and imagination. They may be upset or distracted easily, or have difficulty accepting changes to routines.

### **b. cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate teacher differentiation. Learning difficulties cover a wide range of needs, including:

- Moderate Learning Difficulties (MLD), where children's attainment is notably below expected levels in most areas of the curriculum, despite appropriate differentiation. Children with MLD find it more difficult than their peers to gain basic literacy and numeracy skills. They may also have speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.
- Severe Learning Difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.
- Profound and Multiple Learning Difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- Specific learning difficulties (SpLD), include conditions such as dyslexia, dyscalculia and dyspraxia, and may be required as reasonable adjustments under the Equality Act 2010.
- Working memory difficulties can occur in all instances

### **c. social, emotional and mental health difficulties**

For some children and young people, difficulties in their emotional and social development, can mean that they require additional and different provision in order for them to achieve. Children and young people who have difficulties with their emotional and social development may:

- have immature social skills
- find it difficult to make and sustain healthy relationships
- become withdrawn or isolated or depressed
- demonstrate challenging, disruptive or disturbing behaviour.

Some difficulties may manifest in more severe forms such as:

- anxiety or depression,
- conduct disorders,
- self-harming,
- substance misuse,

- eating disorders
- physical symptoms that is medically unexplained.

Some children and young people may have other recognised disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), attachment disorder or, rarely, schizophrenia or bipolar disorder.

#### **d. sensory and / or physical needs**

There are many sensory and physical difficulties that affect could children and young people across the ability range. These may include:

- a Visual Impairment (VI) or a Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical disability (PD)

Many children and young people require minor adaptations to the curriculum, their study programme or the physical environment. Many such adaptations may be required as reasonable adjustments under the Equality Act 2010. Many disabled children and young people also have a SEN. Where this is the case, access arrangements and other adjustments should be considered as part of the SEN Assess, *Plan, Do* and *Review* process however this may not always be necessary.

### ***How do we identify and assess pupils with SEN?***

All pupils are taught a broad and balanced curriculum. Their progress, including the personal, social and emotional development of all pupils, is carefully monitored. We recognise that it is important to identify additional needs at an early stage in order to help children or young people to achieve their full potential.

This includes:

- A rigorous assessment process that ensures that when a child first enters the Academy we are aware of their entry stage
- Close liaison with parents and other schools prior to admission, which includes home visits by the class teacher, an experienced colleague and / or SENCo;
- Teachers, SENCo and teaching assistants spending additional time with a new cohort of children to identify any emerging issues;
- Meetings with class teachers, Senior Leadership Team including the SENCo and Trust's Safeguarding Manager
- SENCo to identify any emerging concerns regarding individuals or groups.

When children require extra support, the class teacher takes initial responsibility and parents are kept informed. Pupil progress meetings, with class teachers and senior members of staff, are held half termly and provide opportunities for teachers to discuss

any pupils that they may be concerned about. Additional provision is made for these pupils and their progress is carefully monitored by the academy's senior leaders. If progress continues to be a cause for concern, the class teacher will liaise with the SENCo and further intervention(s) and / or other professional services may be accessed as a more in-depth analysis of a pupil's particular needs and how best to meet them may be required. Progress in all curriculum areas, including English and Maths, is formally measured at the end of every half-term. Teacher assessments and data are used to identify pupils who may be working below age-related expectations in particular areas, e.g. academic, communication, personal or physical development.

Monitoring progress is an integral part of teaching and leadership within CHAT academies. Parents / carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. We follow the 'assess, plan, do, review' model and ensure that parents / carers and children are involved.

This means that we will:

- **Assess** a pupils special educational needs
- **Plan** the provision to meet your child's aspirations and agreed outcomes
- **Do** put the provision in place to meet those outcomes
- **Review** the support and progress  
Parents / carers and pupils are involved in reviewing progress and the pupils' view is taken in to consideration. Discussions take place about the child / young person including:
  - whether further provision needs to be considered
  - their child's needs need to be continually assessed using the graduated response
  - whether their child is making progress against national / age expected levels or sufficient progress has been made so that they no longer require SEN Support.

Children and young people are encouraged to contribute their views on school life and pupils can give their views to the class teacher, Senior Leadership Team, Trust's Safeguarding Team or their School Council representative.

### ***Who will support a child in an academy and how will this be monitored and evaluated?***

The majority of support is provided by the class teacher and support staff within the child / young person's immediate environment. If close monitoring and assessment identify that a child has continuing difficulties despite additional support being put in place, the SENCo will be consulted. A SEN Support Plan identifying future outcomes and support may be

generated for a child. The outcomes and progress made towards them will be reviewed regularly by the class teacher with parents and their children.

Ways that parents can support their child at home will be discussed, too. The SENCo also monitors SEN Support Plans periodically to check that the targets set are meeting the needs of the child/young person and allowing him / her to progress in their learning.

We also work closely with a number of other agencies (e.g. Speech and Language Team).

### ***How are the decisions made about the type and amount of provision my child will need?***

A child's additional needs will be met on an individual basis. Initially, class teachers decide which strategies will be used in the context of the classroom, e.g. providing different activities and / or levels of tasks to make them more accessible or enabling a child to work with an increased level of adult support.

They may be provided with an intervention programme, to help him / her to make progress in his / her area of difficulty: these should be short-term in nature. Interventions across the academies are varied and depend on the individual needs of their pupils.

The progress made by pupils receiving specific interventions is monitored by the SENCo and senior members of staff so that the effectiveness of interventions in meeting the needs of pupils can be reviewed. A different intervention will be used when it is evident another is not helping a child in his / her learning.

If a specialist service makes recommendations for a child, we will put the appropriate intervention in place (e.g. the Speech and Language Team may recommend some regular therapy to complement the work they are doing with a child. Or the Occupational / Physiotherapy Service may recommend a child has some specialist equipment to enable him / her to access their learning more effectively)

If your child has significant and sustained difficulties despite ongoing intervention, we can apply to the Local Authority for some additional funding to enable us to meet his / her needs.

**Specified Individual Support** is usually provided via a statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means that a child / young person has been identified by the class teacher / SENCo as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to the academy. A child may also need specialist support in the academy from an outside professional.

## ***What is our approach to teaching pupils with SEND?***

CHAT uses the graduated approach to teaching pupils with SEND

- Wave 1 Universal, quality first teaching
- Wave 2 Additional, targeted provision to enable children to work at or above age related expectations
- Wave 3 Specialist, highly personalised, evidenced based intervention

## ***How do we adapt the curriculum and learning environment?***

All pupils have access to the curriculum. Pupils are encouraged to gain confidence in different curriculum areas and matched level learning groups. Mixed ability groups are part of the Academy's normal working practice. Planning takes account of the need for differentiation to provide full access for children with a range of varying needs. The SMT, Subject Leaders and the SENCo check planning to ensure that provision and resources are appropriate.

Classroom observations and training help to provide teachers with a range of strategies to enable children to access the curriculum.

As outlined alongside the areas of need, adaptations are made on three access levels:

- physical
- curriculum
- information

We believe that all pupils should have equal opportunities. Children and young people registered as needing SEN support will have full access to the Curriculum in keeping with our **Equalities Policy**.

CHAT sets suitable learning, personal and social challenges that are responsive to every pupil's diverse needs. Where it is necessary we will:

- provide pupils with different activities and / or levels of tasks to make them more accessible;
- allow pupils to work with an increased level of adult support, whether in a small group or individually;
- provide pupils with supporting equipment to help him / her to learn more effectively.

Senior members of staff observe teaching and learning in school on a regular basis and report on 'inclusive' practice within the classroom context.

## **Resources**

The annual audit and preparation for setting the actions on the Academy Development Plan provides the opportunity to look at the overall SEN budget. The SEN budget includes money for Teaching Assistants and for purchasing additional services from Central Government. Careful assessment of pupil progress helps to provide indication of value for money against different activities and interventions.

CHAT's School Provision Map records all resources and support available to individuals and groups. This is reviewed, updated and changed according to need, once a term.

## **How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?**

We adhere to the guidance detailed in the Equality Act 2010. Whenever possible we provide additional support so that children can be as fully involved as much as they can. We will risk-assess and if possible make the adaptations needed in order to meet individual needs.

Clubs, trips and activities offered to pupils are available to pupils with special educational needs, either with or without a statement of special educational needs / EHCP (education, health and care plan). The accessibility of venues and the ability for all pupils to take part in trips is carefully considered during the planning stages and appropriate support is given to ensure that pupils identified as needing additional support can be included in the same activities as their peers, including those outside of the classroom and school trips. For example:

- if a child / young person has difficulties in participating in particular physical activities during Sports Day, tasks may be made simpler to make them more accessible for him / her;
- if a child has social difficulties but wishes to participate in a club for instance, a key adult may attend alongside him / her to offer support and guidance;
- if a child has a specific need, parent(s) / carer(s) may be invited to accompany them on an out of school visit.

We are keen to work with parents / carers to ensure that their children achieve their full potential in all areas of academy school life.

## **How do we consult with parents of pupils with SEND and involve them in their child's education?**

We promote positive partnerships with parents and actively work with them to enable their children to achieve their best. Parents / carers can be invited to meet their child's new class teacher prior to their transition to a new class / environment. We recognise parents / carers are the main / first educators of their children and we operate an 'open-door' policy to share information, as well as more formal consultation evenings.

At all stages, we work with parents to agree on the best decisions and provision for their children. Parental consent is obtained prior to pupils being added to the register of Special Educational Needs and / or Disabilities. When pupils are registered as needing SEN support, their progress and targets are developed and shared with parents in the form of a SEN Support Plan. These meetings take place according to each academy's Parent Consultation calendar. Every effort is made to strengthen home / school links and to encourage parents to work with their children and staff in order to overcome learning or behavioural difficulties.

The following are some of the things available to all parents:

- a parent / carer guide to SEN information booklet;
- consultation about our SEN practice on an annual basis (via coffee mornings / afternoon tea);
- drop-in opportunities with our SENCo;
- Academy websites and notice boards;
- Use of home school books to maintain lines of communication;
- Stay & Play with Early Years
- Parent Curriculum meetings, Transition meetings
- Parent volunteers around the school
- Access to relevant SEN information / Inclusion policy through our website
- Active PTA (Parent & Teachers Association)
- We are happy to offer individuals appointments to discuss specific issues with parents / carers about their children's progress
- half-termly pupil profiles sent home

### ***Additional parental involvement***

Our primary academies regularly invite parents / carers into school to share in their child's learning journey (e.g. reading sessions, Family Learning Week, SHARE programme – working with family and child). Our primaries also have designated staff to promote family links.

In secondary academies we keep parents informed of student's academic progress through our termly Academic Review Days and parent evenings where parents meet with class teachers and form tutors in order to provide a holistic view of student progress. In between these events, parents can always request meetings with student's form tutor, class teacher or head of year. Further to this our SENCO has weekly dedicated parent contact time. Support staff and teaching staff are in regular contact with parents via phone and email where face to face meetings are not possible.

## ***How do we support pupils moving between different phases of education?***

CHAT believes that a strong transition programme is fundamental to supporting pupils with their next steps in their learning journey.

Transition to the next year group within the academy is carefully planned. There is a whole school transition session. Some pupils will be given extra 'drop in sessions' to the classroom or 'drop by' sessions by the teacher and / or teaching assistant of their new class. This may involve photographs of their new classroom and key staff members being sent home.

### **Foundation Stage**

Before starting Nursery children will be visited by Nursery staff at home or invited to a welcome session. Prior to transition to Reception, parents / carers will be invited to a meeting to share information about starting school and to give them the opportunity to ask questions. Parents / carers will be able to accompany their child for a play and stay session. .

### **Key Stage 1 / Key Stage 2**

When a child transfers to a new year group he / she will be given the opportunity to meet their new class teacher on a number of occasions prior to their transition to a new class / environment. If a child has particular difficulties in coping with change, additional provision may be made for example:-

- They may visit their new class teacher / environment on a greater number of occasions to enable them to feel more prepared and less anxious;
- They may be provided with a visual support to help them to prepare for the change;
- It may be possible for a key supporting adult to make the transition to a new year group with him / her to provide continuity.

### **Transition to Key Stage 3**

When a child reaches the transition to Key Stage 3, his / her class teachers and the SENCo will arrange to meet with staff from the relevant secondary school / academy to discuss any additional needs they may have.

Key Stage 3 settings now provide additional induction arrangements for pupils who require extra support, whether this be a need relating to their academic or personal, social and emotional development. Parents / carers will also be invited to Open Events where they will receive the information needed to support their child with their transition.

When a pupil with a Statement or Education Health and Care Plan is transferring to a secondary school / academy, the receiving school is invited to attend the review meeting in Year 6 in which a bespoke transition plan will be drawn up.

When a pupil does not have a Statement or Education Health and Care Plan, but who has specific needs or is vulnerable, the SENCo will speak to the SENCo of the receiving school, most commonly by arranging a transition / handover visit to the school.

### **Transition into Key stage 4**

At various points during their education, secondary schools / academies have a legal obligation to provide independent careers advice and guidance for students with statements and EHCPs.

We exceed this provision by also offering advice to students who are identified as SEN support. This is particularly focused in KS3 during the options process in preparation for making GCSE curriculum choices. This enables pupils to follow the most appropriate curriculum according to their needs and prepare them for entering further education, training or employment.

The process usually is made up of meetings, small group work and individual interviews supported by members of the Inclusion team and parents. Through consultation with parents, students and staff, alternative pathways are identified for particular students with the intention of maximising opportunities for their attainment. Also we look to prepare them for adulthood through developing social skills and independent living skills to ensure they are able to engage successfully in the wider community.

### ***What support will there be for my child's well-being?***

We have a whole-school approach to promoting the health and well-being of all of our pupils. We recognise that all adults have a full and active part to play in protecting our pupils from harm and that every child's welfare is our paramount and collective concern, as identified in our [Safeguarding Policy](#) (available on our website).

We promote the development of resilience in our pupils for sound mental health to enable them to grow into a healthy adult. Our academies will provide a caring, positive and safe environment for our children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems. We will offer personal, social and emotional guidance to our pupils at each stage of their educational journey.

We recognise positive behaviours and effectively use our '*Speak Out*' strategy to defuse and support low-level conflict situations (for further details see our [Positive Behaviour Policy](#) available on our website). We also provide access to support group for all pupils, offering additional sessions for our most vulnerable pupils.

Class teachers work with pupils every day and get to know them well, so they will notice changes in behaviour that might indicate a problem. We will keep parents / carers informed at all times and work with them to overcome any difficulties. If necessary, we may involve other specialist services to assist in assessing, planning and supporting the pupil and reviewing their progress. Parents / carers opinions and wishes will be taken into account.

We have a [Supporting Pupils with Medical Conditions Policy](#) (available on our website) which is monitored by CHAT's Medical Officer and Safeguarding Manager.

Relevant staff have been trained in treating pupils with epi-pens, and asthma. Key members of staff are managing these medical conditions. We also have staff that are trained to administer First Aid and pediatric First Aid.

### ***What are the different staff roles?***

The SEND team, which offers support throughout the academies, consists of a Senior Member of staff working across CHAT, Academy headteachers, Individual Academy SENCOs / Inclusion Managers, Teachers, Teaching Assistants and Learning Support Assistants supporting pupils with SEND on a 1:1 basis

### ***What expertise and training do staff have to support pupils with SEN?***

We make every effort to ensure that staff are kept up to date with relevant training and developments in relation to the needs of pupils with SEND. As well as training from CHAT SENCOs, training may be from CHAT's Educational Psychologist or by an external provider. Training is tailored and delivered 'in-house' or by specialist outside agencies such as Speech and Language. (NB training is ongoing and reflective of the particular needs of individual or groups of children at any point in time.)

The academies buy in to the Local Authority SIS subscription package for SEND / Inclusion. In-house training on SEND is delivered across the academies as required and staff can also request training that is relevant to their needs of pupils in the class. This training may be run by SIS or external providers.

The training our staff have had or are receiving:

- NASCO accredited SENCOs
- NASCO accredited primary Senior Leadership
- Child Protection Training
- First Aid & Pediatric First Aid
- Safeguarding

Individual teachers and support staff attended training courses run by external agencies that are relevant to the needs of specific children in their class (e.g. from ASD Outreach service.)

### ***How accessible are CHAT academies?***

We have arrangements in place for the admission of pupils with disabilities and ensure that they are treated no less favourably than any other pupil. As stated in our academies [Accessibility Plans](#) (available on our website), CHAT recognises that some of its pupils, parents, staff and visitors may have specific, individual needs when using school facilities.

As part of our ongoing commitment to the delivery of inclusive education, we endeavour to ensure that disabled pupils receive the same standards of education as non-disabled pupils. We make 'reasonable adjustments' to our working practices and may adapt our curriculum to meet the needs of all children, through an evolving personalised learning ethos.

We are also committed to improving accessibility to our academies and will consult with disabled pupils, parents and disability organisations in order to be more effective in the future. The [Accessibility Plan](#) details all existing facilities in place to assist access to the academies by all pupils, parents, staff and visitors.

Woodpecker Hall Primary Academy is a single storey building whereas Cuckoo Hall Academy, Enfield Heights Academy, Heron Hall Academy and Kingfisher Hall Primary Academy have elevators enabling access to upper floors.

All our academies have disabled toilets and our newer academies have a dropped counter at the main desk to support wheelchair access. We will consider offering parents / carers the opportunity to access any correspondence via means other than letters and leaflets, etc.

### ***What specialist services and expertise are available at CHAT?***

#### **Internal**

- CHAT Safeguarding Team
- CHAT Educational Psychologist
- Accredited SENCos
- CHAT Inclusion forum

#### **External**

- Local Authority SEN Team
- Educational Psychology Service
- Speech and Language Team
- Social Workers
- CAMHS
- Outreach Support (e.g. from Russet House)
- Play Therapist
- The visually impaired service
- The hearing impaired service

Specialist Services staff will liaise with academy staff about the progress of pupils they are working with.

## ***How do we evaluate the effectiveness of the provision made for pupils with SEND?***

Reviewing provision is part of our everyday practice and takes place not only in our half-termly pupil progress meetings, but also in response to every lesson. We are continuously assessing, responding to what the pupils tell us and adapting our provision based on this.

The effectiveness of SEND provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents / carers and pupils on how successful the provision has been in enabling them to achieve their outcomes.

Quantitative data will examine both progress and attainment levels compared to those achieved across CHAT academies, and nationally for pupils with the same prior learning level. This data will be shared with staff, governors, Trustees and be judged by external moderators such as Ofsted.

## ***How can a parent raise any concerns they have about their child?***

We value open communication and both staff and school leaders are readily available to discuss areas of concern. It is our aim that most concerns can be resolved through talking together and working towards a position of mutual understanding.

Parents / carers of pre-school and nursery children can talk with, discuss any issues and make links with the individual primary academy to help prepare for their start.

If a parent has a concern about their child's abilities, they should speak to their child's class / form teacher in the first instance, as they are responsible for the progress and development of the children and young people in their class / form.

Primary class teachers are available at the end of the day to discuss concerns or by appointment.

In Secondary school, the young person's subject teacher should be the first point of contact then their form tutor. Face to face or phone meetings can be arranged by appointment via the school's office number. If the concerns continue, parents should then contact the young person's Head of Year.

Meetings with the SENCo / Inclusion Manager can also be arranged via the class / form teacher during the school day. A parent can contact the SENCo / Inclusion Manager by telephone or email the academy office.

Please see **APPENDIX 1** for full SENCo contact details for each of our academies.

Should a parent / carer still feel we have failed to address their concerns, a copy of our **Complaints Procedure** is available on the academy website.

## ***How can parents give feedback on the SEN information report?***

The SEN Information report is reviewed annually. CHAT welcomes parental feedback either directly or in writing.

Please see **APPENDIX 1** for full SENCo and contact details for each of our academies.

## ***Additional support services***

### **London Borough of Enfield's Local Offer**

Please see Enfield's website:-

[www.enfield.gov.uk/send](http://www.enfield.gov.uk/send)

### **London Borough of Enfield's SENDIASS (SEND Information, Advice and Support Service)**

Telephone: 020 8373 6273

Please also see the *Independent Support and SENDIASS* link on Enfield's 'Other Support Services' web page

<https://new.enfield.gov.uk/services/children-and-education/local-offer/early-years-and-family-support/other-support-services/>

### **Enfield Parent Partnership Service**

Free, independent, confidential and impartial advice and support to parents / carers.

Please see both web pages below

[www.enfieldparents.org.uk/services/parent-partnership-service](http://www.enfieldparents.org.uk/services/parent-partnership-service)

[www.enfieldparents.org.uk/about-us/links](http://www.enfieldparents.org.uk/about-us/links)

### **Informed families**

Enfield's Family Information Service run by Enfield Council Community Access, Childcare and Early Years (CACEY) service

[www.enfield.gov.uk/if](http://www.enfield.gov.uk/if)

### **Our Voice**

A parent led organisation seeking to improve services for children with disabilities in Enfield

[www.ourvoiceenfield.org.uk](http://www.ourvoiceenfield.org.uk)

### **Contact a family**

A national charity that exists to support the families of disabled children whatever their condition or disability

[www.cafamily.org.uk/](http://www.cafamily.org.uk/)

**Council for Disabled Children**

[www.councilfordisabledchildren.org.uk](http://www.councilfordisabledchildren.org.uk)

**IPSEA (Independent Parental Special Education Advice)**

A national charity which provides advice to families who have children with special educational needs.

[www.ipsea.org.uk](http://www.ipsea.org.uk)

**ConnectEd**

Understanding children's mental health & emotional wellbeing

[www.ccsconnected.org.uk](http://www.ccsconnected.org.uk)

[www.ccsconnected.org.uk/connected-north-family-service](http://www.ccsconnected.org.uk/connected-north-family-service)

***Review***

This report will be reviewed at least annually or as soon as any changes to the information occurs during the year

Headteachers are responsible for overseeing the SEN provision within each Academy and SENCO's are responsible for the day to day provision of education.



Cuckoo Hall Lane, Edmonton, London N9 8DR | 020 8804 4126 | [cuckoo@chat-edu.org.uk](mailto:cuckoo@chat-edu.org.uk)

**SENCO EYFS and Key Stage 1** Fola Awofadeju

**SENCO Key Stage 2** Victoria Connolly

**Head teacher** Alan Jenner | **Senior Head teacher** Alan Jenner



1-3 Pitfield Way, Enfield, Middlesex EN3 5BY | 020 8805 9811 | [eha@chat-edu.org.uk](mailto:eha@chat-edu.org.uk)

**SENCO EYFS and Key Stage 1** Fola Awofadeju

**SENCO Key Stage 2** Victoria Connolly

**Head teacher** Emma Breckenridge



Queensway, Ponders End, London EN3 4SA | 020 8843 9631 | [heron@chat-edu.org.uk](mailto:heron@chat-edu.org.uk)

**SENCO Key Stage 3 and Key Stage 4** Rebecca Landon

**Head teacher** Colin Boxall



40 The Ride, Enfield, London EN3 7GB | 020 8344 9890 | [kingfisher@chat-edu.org.uk](mailto:kingfisher@chat-edu.org.uk)

**SENCO EYFS and Key Stage 1** Fola Awofadeju

**SENCO Key Stage 2** Victoria Connolly

**Head teacher** Emma Breckenridge



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**SENCO EYFS and Key Stage 1** Fola Awofadeju

**SENCO Key Stage 2** Victoria Pearson-Connolly

**Head teacher** David Penkert