



SEND Information report

Primary and Secondary Academies

July 2019

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

What type of school are we?

CHAT Academies 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, and are committed to the successful inclusion of pupils. Across the Trust between 11% and 14% 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 2018-19

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 6
11% of pupils receive SEN provision.

Heron Hall Academy

An increasing form entry, currently at eight for Year 7, up to four in Year 11
14% of pupils receive SEN provision.

Kingfisher Hall Academy

A two-form entry primary academy currently from Nursery up to year 6
12% of pupils receive SEN provision.

Woodpecker Hall Academy

A two-form entry primary academy currently from Nursery up to year 6
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 SENDCo. Prospective parents should also contact the individual academy office to arrange an appointment with the SENDCo.

Please see **APPENDIX 1** for full SENDCo contact details for each of our academies which we keep up to date.

How we know if a child or young person has a special educational need

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 social and emotional 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 social and emotional 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 SEND Assess, *Plan*, *Do* and *Review* process however this may not always be necessary.

How do we identify and assess pupils with SEND?

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 can include school or home visits by the class teacher, an experienced colleague and / or SENDCo;
- Teachers, SENDCo and teaching assistants spending additional time with a new cohort of children to identify any emerging issues;
- Meetings with class teachers, form tutors, subject leads, Heads of Year, Senior Leadership Team including the SENDCo and Trust's Safeguarding Manager
- SENDCo to identify any emerging concerns regarding individuals or groups.

When children require extra support, the class teacher (form tutors or subject teachers in Secondary schools) 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 monitored by the academy's senior leaders. If progress continues to be a cause for concern, the class teacher will liaise with the SENDCo and further intervention(s), assessments 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 term/half-term (school dependent). 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 learning within CHAT academies. The impact of interventions for learners with SEND is reviewed regularly. We follow the 'assess, plan, do, review' model and ensure that parents /carers and children are involved.

This means that we: -

- **Assess** how best to support your child and their specific 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's/ 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 SENDCo will be consulted. A Learning Support Plan / pupil profile, identifying classroom strategies that can further support learning and development may be generated for a child. The outcomes and progress made towards them will be reviewed regularly by the class teacher, and where possible, with parents and their children.

Ways that parents can support their child at home will be discussed, too.

We also work closely with a number of other agencies (e.g. Speech and Language Therapists, CAMHS, Play Therapists, Behaviour Support Service, Hearing/Vision Impairment service, Occupational Therapist, Educational Psychologists) and this external support is facilitated and reviewed by the SENDCo or class teacher to ensure it allows pupils to progress towards agreed outcomes.

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 additional 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 SENDCo 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 Therapist may recommend some targets that the school would then work on with the child or the Occupational/ Physiotherapy Service may recommend some alternative intervention 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 through an Education, Health and Care Plan.

Specified Individual Support is usually provided via an Education, Health and Care Plan (EHCP). This means that a child / young person has been identified by the class teacher / SENDCo as needing a particularly high level of support 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 Academies use 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 through both mixed ability groups and setting. Planning takes account of the need for differentiation to provide full access for children with a range of varying needs. The SLT, Subject Leaders and the SENDCo 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 SEND 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 SEND budget. The SEND 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.

How do we enable pupils with SEND to engage in all activities?

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 an 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 adapted 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. 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 parents within our primary and secondary academies:

- consultation about our SEN practice on an annual basis (via coffee mornings / afternoon tea);
- drop-in opportunities with our SENDCo;
- 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 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
- 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 pupil's academic progress through our parent evenings where parents meet with class teachers and form tutors in order to provide a holistic view of pupil progress. In between these events, parents can always request meetings with pupil's form tutor, class teacher or head of year. Further to this our SENDCO has weekly dedicated parent contact time which can be booked for meetings or discussions. 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 at home by Nursery staff or invited to a welcome session. Prior to transitioning into 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.

When a child reaches the transition to Key Stage 3, his / her class teacher and the SENDCO will invite the SENDCO in from the relevant secondary school / academy to discuss the additional needs

they may have. In some cases, they may also arrange to visit the school with the pupil in an enhanced transition bespoke to the child's needs.

Transition to Heron Hall Secondary Academy

When a child reaches the transition to Key Stage 3, his / her class teachers and the SENDCo will arrange to meet with staff from secondary school / academy to discuss any additional needs they may have. This may take the form of a school visit by a Learning Support Staff member or SENDCo.

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 and Taster Days where they will receive the information needed to support their child with their transition.

When a pupil with an EHCP is transferring to a secondary school / academy, the receiving school is invited to attend the annual review meeting in Year 6 in which a bespoke transition plan will be discussed/drawn up as part of the annual review. Further to this, pupils with an EHCP and parents transferring to Heron Hall are invited to a small group tour with the secondary SENDCO where an enhanced transition will be provided.

When a pupil does not have an EHCP, but who has specific needs or is vulnerable, the SENDCo will speak to the SENDCo of the receiving school, most commonly by arranging a transition / handover visit to the school.

Throughout Key Stage 4 pupils undertake a consultation process that includes regular meetings and discussions with parents, teachers, Heads of Year and the SENDCo. These meetings address relevant GCSE option choices, career pathways, work experience, further education aspirations and relevant access arrangements for GCSE exams.

All pupils with an Education Health and Care plan have input from Enfield SEND Careers service as well as any other relevant agencies such as Speech and Language Service, further education staff or Educational Psychologists. In addition to this, all pupils undertake work experience in year 10 to provide them with employability skills. Prior to work experience, SEND pupils are provided with additional support to identify and prepare for work experience and Learning Support Team monitor their progress regularly during this time.

Through consultation with parents, pupils and staff, relevant career pathways are identified for pupils with SEND with the intention of maximising opportunities relating to their strengths, attainment and employment. Pupils may undertake alternative pathways at GCSE that include BTEC.

Parents can also gain information about their pupil's academic progress and behaviour information through the *Go4Schools* website.

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, child protection and associated procedures](#) (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).

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.

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 paediatric First Aid.

What are the different staff roles?

The SEND team, which offers support throughout the academies, consists of an Educational Psychologist working across CHAT, Academy head teachers, Key Stage SENDCos /, Teachers and Teaching Assistants. For more information about the Learning Support Staff in a specific academy, please contact the relevant school or Key Stage SENDCo (see **APPENDIX 1**).

What expertise and training do staff have to support pupils with SEND?

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 SENDCos, training may be from CHATs Educational Psychologist or by an external provider. (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.

Examples of recent training include:

- Child Protection Training
- First Aid & Pediatric First Aid
- Safeguarding
- ELKAN
- Speech and Language (screening/blank levels)
- Autism – target setting
- Managing challenging behaviour
- Training for readers/scribes for GCSE Access Arrangements
- Understanding ASD

Individual teachers and support staff attend 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 all children. 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.

What specialist services and expertise are available?

- CHAT Safeguarding Team
- CHAT Educational Psychologist

- Accredited SENDCos
- CHAT Inclusion forum
- Play Therapist

What specialist services and expertise are available through Enfield Local Authority?

- Local Authority SEN Team
- Local Authority Educational Psychologists
- Social Workers
- CAMHS
- Outreach Support (e.g. from Russet House)
- Visual Impairment service
- Hearing Impairment service
- Occupational Therapist
- Speech and Language Therapist
- SENDIASS
- Behaviour Support Service (now known as SWERRL)

More information can be found in the Enfield local offer:

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

Specialist Services staff will liaise with academy staff about the progress of pupils they are working with and where relevant this is relayed back to parents and other relevant staff.

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

Meetings with the SENDCo can also be arranged via the class / form teacher during the school day. A parent can contact the SENDCo / Inclusion Manager by telephone or email the academy office. If the concerns continue, a parent should arrange a meeting with a member of Senior Leadership Team.

Please see **APPENDIX 1** for full SENDCo 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 SENDCo 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

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/>

Informed families

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

Contact a family

A national charity that exists to support the families of disabled children whatever their condition or disability www.cafamily.org.uk/

Council for Disabled Children

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

ConnectEd

Understanding children's mental health & emotional wellbeing www.ccsconnected.org.uk

Review

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

The senior leadership team of each academy are responsible for overseeing the SEND provision and SENDCOs 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

SENDCO Susan Beaton

SEND Leads Sharon Monaghan and Rosanna Ojosipi (Deputy head teacher)

Head teacher Nicky Ross



1-3 Pitfield Way, Enfield, Middlesex EN3 5BY | 020 8805 9811 | eha@chat-edu.org.uk

SENDCO Aisha Malik

Head of school Jade-Simone Bacon



46 Queensway, Ponders End, London EN3 4SA | 020 8343 9631 | heron@chat-edu.org.uk

SENDCO Lois Burgess

Head teacher Arthur Barzey



40 The Ride, Enfield, London EN3 7GB | 020 8344 9890 | kingfisher@chat-edu.org.uk

SENDCO Aisha Malik

Head teacher Matt Clifford



51 Nightingale Road, Edmonton, London N9 8BF | 020 8443 0708 | woodpecker@chat-edu.org.uk

SENDCO Giuseppe Capelan

Head teacher Sharon Parson