



Inspire, Empower, Improve

George Spicer SEND Information Report 2025-26

At George Spicer Primary school, we believe in achievement, ambition and progress for all children. We aim to meet the needs of individual children through highly effective teaching and learning. There is an emphasis on early identification of needs through supportive and preventative strategies which reduce barriers to learning.

We work in a flexible way to develop effective partnerships with children and their parents/carers, the school's Special Educational Needs Co-ordinators (SENCOs), external professionals such as speech and language therapists, occupational therapists and child and adolescent health services (CAMHS) to ensure that the school can meet and support a broad range of special educational needs.

We undertake a rigorous system of monitoring children's progress, supporting academic achievement and personal achievement by removing barriers to learning and use a wide range of teaching and learning strategies to foster a culture of lifelong learning and independent living skills for all children.

1. How does the school identify and manage support for children with special educational needs?
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1. How does the school identify and manage support for children with special educational needs?

The school regularly monitors all children's attainment and progress through:

- Daily monitoring & assessment in class
- Regular assessed pieces of work
- Moderation/discussions with other members of staff
- Termly pupil progress meetings
- Termly SEN meetings with the SEN team
- Monthly SEN Surgeries
- Parents evening/discussions with parents
- Pupil, teacher and support staff feedback (qualitative data)

We will communicate this with you by:

- Parents' consultation day and evenings.
- Seeing parents at the end of the day
- Telephone call or email
- Organise meetings if concerns have been raised usually by the SENCos in conjunction with the Class Teacher.

Further assessment may be used when progress and attainment are significantly below age related expectations. Onward referrals may need to be made to or by other agencies such as the school nurse, speech and language therapy services, educational psychology, autism advisory service and other local Outreach services for more specialised support and advice.

George Spicer Primary School fully complies with expectations laid out within the SEND Code of Practice 2015. If you would like to find out more about the SEND Code of Practice, follow the link below:

[Special Educational Needs and Disability Code of Practice: 0 to 25 years](#)

2. Who are the key people in the school available to discuss parental/carers' concerns about their child's difficulties? (e.g. Class Teacher, Special Educational Needs Co-ordinator etc.)

The initial point of contact should be your child's class teacher. The class teacher will always seek advice where necessary from our SENCos (Special Educational Needs and Disabilities Co-ordinator), the year lead or Assistant Headteachers for their phase.

The Class teacher is responsible for:

- Monitoring the progress of your child and planning for any additional help or support your child may need;
- Delivering inclusive adapted curriculum;
- Discussing initial concerns and support strategies with families;
- Using the Ordinarily Available document provision document provided by the borough to support which *'identifies approaches that require no additional funding or staffing but which constitute engaging teaching and effective differentiation as required by the teachers' standards'*;
- Writing Learning plans (LPs) sharing and reviewing these with parents once a term. Overseen by the SEN Team and ensuring pupils are aware of the outcomes, these will be linked to their EHCP long term outcomes if applicable, and
- Ensuring the schools SEND policy is followed in their classroom.

The Leader of Learning and Assistant Headteachers are responsible for:

- Overseeing the progress of the year group and ensuring every child makes progress

The SENCos are responsible for:

- Co-ordinating identification, observations, assessment and support for children with SEND;
- Updating the SEND register and keeping records of your child's progress, needs and support;
- Providing specialist support for staff and parents so they can help children with SEND make progress;

Ensuring that you as a parent/carer are:

- involved in supporting your child's learning;
- kept informed of your child's progress, and
- Liaising with other people who will support your child i.e. Speech and Language Therapist, Educational Psychologist etc.

The Deputy Head, Angela Eberle, is responsible for:

- Overseeing provision, support, training and delivery for vulnerable children including Special Educational Needs, English as an Additional Language and Looked after children, and
- Line manager to the SENCos, Administrative assistant for Inclusion and learning support staff

The Administrative Assistant for the Inclusion team is responsible for:

- Organising meetings with families and or other professionals;
- Keeping SEN documents organised and notifying appropriate staff and or professionals, and

- Communicating information on behalf of the SEN team with staff and or families.

The Head teacher is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND, and
- Making sure the Governing Body is kept up to date about any issues in the school relating to SEND

The SEN Governor is responsible for:

- Ensuring that the necessary support is provided for any child who has SEND, through termly visits and observations, meetings with the SEN Team and receiving termly reports from the Head teacher.

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3. What are the different types of support or strategies that are available for children with SEND at George Spicer?

First and foremost, your child should receive consistently good teaching in the classroom on a daily basis – this is also known as 'Quality First Teaching'.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- All teaching builds on what your child already knows.
- Different ways of teaching are in place: mixed ability groups; working in pairs; independent working; ability grouping, along with specific strategies in place to support your child to learn.
- Your child's teacher will carefully monitor and track your child's progress and will implement effective strategies to implement to support them to make better progress.
- Working collaboratively to create a Learning Plan. (LPs) All children on the SEN register will have a LPs in place

Some children will benefit from working in a smaller group of children on specific work to help them make progress. These groups, often called 'Intervention groups', may be;

- Within the classroom or outside the classroom
- Led by a teacher or member of the learning support staff team who have received training to take the lead.

Some children will need to be referred to an external professional so that we can access more specialist support and advice.

- This is usually the case when quality first teaching and intervention groups have not helped your child to make enough progress.
- Parents need to give their consent before a referral can be made.
- This can include Educational Psychologists, CAMHs, Speech and Language Therapists, Specialist Advisory Teachers, Outreach, Physiotherapists or Occupational Therapists.

Waiting lists to access external services can be long and so it is advisable to refer your child as soon as the need has been identified. If it is a health or medical matter, parents may also go to their GP for these referrals as sometimes this can be quicker than referring through school.

When the referral has been made, the professional will make an appointment to meet with you and your child at school to consider your child's needs and plan next steps – this may include assessing your child. The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- Support to set better targets which will include their specific expertise
- A group run by school staff under the guidance of the outside professional e.g. a social skills group A group or individual work with outside professionals

Enfield council have produced a guidance document for parents about the provision that is ordinarily available in schools for children with SEN. [Enfield's parent guide to Ordinarily available provision](#)

When a Child May Need Additional Support Beyond What School Can Provide

Some children may need more individual, specialist support than what is usually available in school.

If this happens, **either the school or you (as a parent or carer)** can ask the **Local Authority (LA)** to carry out a **statutory assessment** of your child's needs.

This process can lead to an **Education, Health and Care Plan (EHCP)** if it is agreed that your child requires more support than the school can normally provide.

You can find more information on the **Enfield Local Offer** website:

👉 www.enfield.gov.uk/SEND

What This Means for Your Child

If your child may need an EHCP:

- **A request for statutory assessment** can be made by the school or by you as the parent/carer. This is a **legal process** that helps to decide what level of support your child needs to achieve their outcomes.
- Once the request is made, the **Local Authority (LA)** will gather information from you, the school, and any professionals who work with your child. They will then decide if your child's needs can be met through the support already available in school (**SEN Support**) or if a statutory assessment is needed.
- If the LA agrees to carry out an assessment, they will ask you and all involved professionals to provide reports describing your child's needs and the support required to help them achieve their outcomes.
- After reviewing all reports, the LA will decide whether your child's needs are:
 - The child's needs are significant and long-term (i.e., not short-term learning gaps or temporary difficulties),
 - Their needs cannot be met through SEN Support alone (the ordinarily available provision in school), and
 - They likely require additional, specialist, or multi-agency provision — often including higher levels of funding, therapies, or significant adaptations to curriculum and environment.
- If this is the case, the LA will **issue an Education, Health and Care Plan (EHCP)**. You will be invited to a **co-production meeting** with the LA and the school to discuss and agree the plan together.

If an EHCP Is Not Agreed

If the Local Authority decides your child does not need an EHCP, they will explain their decision and your rights to appeal.

Your child will continue to receive **SEN Support** in school, which may include:

- Tailored teaching strategies
- Targeted interventions
- Access to specialist advice and services where needed

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4. What specific interventions or strategies are on offer at George Spicer?

Support and Interventions at Our School

At George Spicer, we offer a range of support to help children with their learning, communication, and emotional well-being.

Most interventions take place during the school day, but sometimes we may run sessions before or after school — if this applies to your child, we'll always discuss it with you first.

Not every intervention is suitable for every child. Some programmes have specific entry criteria to make sure children get the right support for their needs.

Behaviour and Emotional Well-being

We provide a variety of approaches and support to help children develop confidence, resilience, and positive relationships:

- **Talk Partners:** Encouraging pupils to share ideas and learn through discussion in lessons.
- **Peer Mentors:** Older pupils support younger children, often during playtimes.
- **Learning Mentor Sessions:** Focused time to help children manage emotions and build self-esteem.
- **Support from External Specialists:** Such as **SWERRL** (formerly the Behaviour Support Service) when more specialist help is needed.
- **Positive Behaviour Strategies:** Including our 'Time to Shine' weekly assembly celebrating positive choices.
- **School Charters:** Linked to our Gold Rights Respecting School status — these include Class, Playground, and Lunch Hall Charters.
- **Lunchtime Club:** For children who may find the playground environment challenging.
- **Referrals to Educational Mental Health Practitioners (EMHPs).**
- **Art Therapy:** Available following a referral and assessment of need.

Speech, Language and Social Skills

We work closely with Speech and Language Therapy Services and use a range of programmes to help children communicate effectively:

- Support from Speech and Language Therapists and trained teaching assistants.
- Use of **ELKLAN** strategies to develop communication and understanding.
- Early language programmes such as **Talk Boost**.
- Promotion of **Colourful Semantics** to help children build sentences.
- Use of **Communication in Print** (symbols and pictures) to support understanding.

- Small group **social skills sessions** focusing on turn-taking, sharing, and conversation.
- **Visual timetables** and 'Talking Tiles' to support understanding and expression.
- **VERBO** is an online platform that provides schools with Speech & Language support and teaching strategies that promote high-quality teaching for all.
For more information
https://www.enfield.gov.uk/data/assets/pdf_file/0033/95883/Verbo-Parent-Information.pdf

Literacy (Reading, Writing, Spelling)

We provide targeted reading and writing support through a range of evidence-based interventions:

- **Better Reading Support Partnership (BRSP)** – Years 1 to 6
- **Toe-by-Toe**, and **Strides Ahead** reading programmes
- **5 Minute Box** for quick daily practice
- **Guided Reading** in small groups
- Use of **SEND-friendly resources** such as coloured overlays, visual word mats, and ICT tools
- **Phonological Awareness Training (P.A.T.)**
- Tailored teaching to suit different learning styles (visual, auditory, kinaesthetic)
- **Daily 1:1 reading** for those who need extra practice
- Small group **writing sessions** focusing on vocabulary, grammar, and pre-learning

Numeracy

We offer practical and structured support to help children build confidence in maths:

- **1stClass@Number**
- **5 Minute Box (Maths)**
- **Wave 3 Maths**
- Small group support
- **Catch-Up Numeracy** programme

Physical Development and Medical Needs

We aim to ensure every child can participate fully and comfortably in school life:

- Support from **two Welfare Assistants**
- Access to the **School Nurse**
- Referrals to **Occupational Therapy** or **Physiotherapy** when needed

- Use of supportive tools such as **finger grips, posture cushions, writing slopes,** and **weighted equipment**
- Access to our **Sensory Rooms** and **The Snug** (for Key Stage 2 pupils)
- Implementation of **individual Care Plans**
- **Handwriting interventions** such as *Write from the Start* or *Letter Join*

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5. What other support can George Spicer access for me or my child?

As a school we can make referrals to some outside agencies or give you information regarding other services available to you and your child depending on the need. Most of these referrals are made by completing an Early Help Form which will be completed with yourself and a member of the inclusion team

- The class teacher is regularly available to discuss your child's progress, or any concerns you may have, and to share information about what is working well at home and school so similar strategies can be used. Appointments can be made via the school office.
- The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- LPs will be reviewed with your involvement each term.

Useful parental agencies:

Enfield Local Authority Local Offer	The Local Authority has set out its own local offer	https://new.enfield.gov.uk/services/children-and-education/local-offer/
Every Parent and Child	The parent partnership gives free, independent, confidential and impartial advice and support to parents and carers.	https://epandc.org.uk/ Tel: 020 8373 6243 email: enquiries@epandc.org.uk
Our Voice	A parent-led organisation seeking to improve services for children with disabilities in Enfield.	https://www.ourvoiceenfield.org.uk/ Tel: 07516 662315 Email: info@ourvoiceenfield.org.uk
Contact a family	Contact a family is the only national charity that exist to support the families of disabled children whatever their condition or disability	www.cafamily.org.uk Help Line: 0808 808 3555 Email: info@cafamily.org.uk
Council for Disabled Children	CDC's vision is a society in which disabled children's needs are met, their aspirations supported and their rights respected.	https://councilfordisabledchildren.org.uk
IPSEA (Independent Parental Special Education Advice)	A national charity providing free legal based advice to families who have children with special educational needs. All advice is given by trained volunteers.	https://www.ipsea.org.uk/ HelpLine: 0300 222 5899 Wednesdays: 9:30am – 3:30pm Fridays: 9:30 am – 12:30 pm
Parent Support Service	The Community Parent Support Service is available to all families	Phone: 0208 372 2002 Requesting the Parent Support Service

	living in Enfield and works with parents of children aged 0-18 dealing with concerns and issues before they escalate and become a problem.	
Informed Families (IF)	Enfield's Family Information Service – run by Enfield Council's Community Access, Childcare and Early Years (CACEY) service.	https://www.enfield.gov.uk/childcare-information-service
Family Based Solutions	Family Solutions for Child to Parent abuse Domestic Abuse recovery	https://familybasedsolutions.org.uk/ Tel: 020 8363 6262 Email: admin@familybasedsolutions.org.uk
Enfield Young People in Caring	Offers support to young carers and their families	https://enfieldcarers.org/young-carers/ Tel: 020 8366 3677 Email: youngcarers@enfieldcarers.org
Enfield Parent Partnerships	Offers support and advice to parents. Autism specific support	Email: enquires@enfieldparents.org.uk Accessed through MASH referral and Early Help.
Citizens Advice Bureau	Provide a free advice service on a range of topics such as work, education, benefits and legal advice	National Helpline: 0800 744 8848 Enfield Helpline: 0808 278 7837

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6. Who funds the services that my child may access?

Directly funded by the School:

- Booster teachers in a various year groups to support learning.
- TA support in the school to implement interventions
- Welfare Assistants who will administer medicines as required in accordance with school policy and with parents' consent
- Intervention Programmes such as NELI – Nuffield Early Language Intervention (Yr. 1 & Yr. R) Better Reading Support Partnerships, First Class Number Etc...
- Additional Educational Psychologist visits
- 2 Speech and Language Teaching Assistants
- Art Therapy

Paid for centrally by the Local Authority but delivered in school:

- Autism Outreach Service, known as EASA
- Educational Psychology Service
- SWERRL previously known as Behaviour Support Service
- Speech and Language Therapy (provided by Health but paid for by the Local Authority)
- EYSI Team – Early Years Social Inclusion

Provided and paid for by the Health Service (Enfield and Barnet NHS Trust) but delivered in school:

- School Nurse who can advise about medical needs of the children
- Occupational Therapy
- Physiotherapy

Provided and paid for by the LA and also Health and provided outside of school:

- CAMHS Child and Adolescent Mental Health Service

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7. Who are the staff members supporting children with SEND and what training do they have?

Our SEND Team at George Spicer

At George Spicer, we have a dedicated **Special Educational Needs and Disabilities (SEND) team** who work closely with staff, children and families to make sure every child receives the support they need to thrive.

Our team

- **Two part-time SENCOs:**
 - Mrs Sarah Selatna-Reeves
 - Mrs Dasha Conolly
- **Administrative assistant:**
 - Aisling Theodorou
- Overseen by **Angela Eberle, Deputy Headteacher.**

The SENCOs work with class teachers to plan and review the right support for children with SEND.

Our SENCOs are both **qualified teachers** who hold the **National Award for SEN Coordination (NASENCO)**.

They are committed to improving outcomes for all children with additional needs.

- The SEND team regularly take part in **training and national updates** to stay informed about the latest SEND guidance, legislation, and best practice.

Training and Expertise Across the School

- Teachers and support staff regularly attend **specialist training** run by external professionals — for example, **Makaton** training delivered by the Early Years Support and Inclusion (EYSI) team.
- We currently have **five ELKLAN-trained members of staff**, who are skilled in supporting children with **Speech, Language and Communication Needs (SLCN)** across Key Stage 1 and Key Stage 2.
- We provide **whole-school training** on areas such as **autism (ASD)**, **specific learning difficulties**, and **speech and language development** to ensure all staff are confident in supporting children with different needs.
- We work closely with **external specialists** including Educational Psychologists, Occupational Therapists, Speech and Language Therapists and advisory teachers. These professionals offer expert advice, deliver staff training, and provide written recommendations to help us support children effectively.

Working with ECASS

We have built a strong partnership with the **Enfield Communication Advisory Support Service (ECASS)**.

This training has helped us to:

- Increase the number of staff with **accredited ELKLAN training**
- Develop **language-rich classrooms**
- Use effective **vocabulary and motor coordination strategies** to support learning and writing
- Embed **Zones of Regulation** approaches to help children manage their emotions

Safeguarding and Pupil Wellbeing

All staff at George Spicer have up-to-date **Safeguarding training**.

We take children's safety, wellbeing and emotional health very seriously and ensure these are at the heart of our inclusive practice.

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8. How will the teaching be adapted for my child with SEND?

How We Support Children's Learning at George Spicer

At George Spicer, every teacher is responsible for meeting the needs of all children in their class. We make sure that teaching is flexible and inclusive so that every child can learn, achieve and feel valued.

- **Teachers plan carefully for all children.**

Each class teacher designs lessons that meet the needs of different groups of learners, using **adaptive teaching strategies**.

Teachers also follow Enfield's **Ordinarily Available Provision** guidance, which sets out the support that schools are expected to provide for pupils with additional needs.

- **Support is carefully planned and recorded.**

Teachers keep a record of the strategies and adaptations they use in class.

This helps to create effective **Learning Plans** and supports referrals to external services when more specialist advice is needed.

- **Children receive the right resources and strategies.**

Depending on your child's needs, teachers may use specific resources, targeted interventions, or small-group support to help them take the next steps in their learning.

- **Personalised timetables and curriculums.**

For some children with higher levels of need, we design **personalised timetables** or **adapted curriculums**.

This means that sometimes your child will learn alongside their class using adapted teaching strategies, and at other times they may work individually or in a small group on a parallel learning programme.

- **Support is flexible and reviewed regularly.**

Teachers adapt their planning and teaching **daily** to respond to each child's progress and needs. This ensures that support remains effective and relevant.

- **Education, Health and Care Plans (EHCPs).**

Some children may receive **additional funding** through an EHCP if their needs require a higher level of support.

The EHCP describes how this funding should be used — it does not always mean a full-time 1:1 adult.

Support might include:

- Smaller teaching groups
- Targeted interventions
- Shared support within the classroom
- Specialist equipment or resources

The school decides how to use this funding in the most effective way to meet the needs of all children in our care.

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9. How is George Spicer accessible to children with SEND?

At George Spicer, we are committed to making sure our school environment is welcoming and accessible for all children, including those with special educational needs and disabilities (SEND).

- **Fully accessible buildings.**
Our **KS1 site is all on one level**, and our **KS2 building includes a ramp** for easy access to the ground floor.
- **Accessible facilities.**
There are **accessible toilets** on both sites to meet the needs of children with physical disabilities or medical conditions.
- **Inclusive equipment and classrooms.**
We make sure that all learning equipment and resources are accessible to every child, whatever their needs.
Classrooms include **tables and chairs at appropriate heights, blinds on windows, and visual timetables** to support focus and understanding.
- **Before and after school provision.**
Our wraparound care is **open and accessible to all pupils**, including those with SEND.
- **Sensory and emotional support spaces.**
Each site has a **Sensory Room** to support children who need a calm, quiet space for regulation. Our **KS2 site also includes "The Snug"**, a safe, supportive space for pupils who find emotional regulation or sensory processing difficult.
- **Clubs and activities.**
We encourage all children, including those with SEND, to take part in our **extra-curricular activities**.

For more detailed information about how we plan for accessibility across the school, please see our **Accessibility Plan**.

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10. How will my child be supported when they are leaving George Spicer's or moving on to another class?

Supporting Transitions at George Spicer

We understand that moving between settings can be a big step for children and their families. At George Spicer, we take great care to make every transition — whether from Nursery to Reception, within the school, or on to secondary school — as smooth and positive as possible.

Moving from Nursery to Reception

We work closely with nurseries and families to help each child settle confidently into school life.

- **Nursery visits.**
Our staff visit local nurseries to observe children in familiar surroundings and gather important information about their needs, interests and support strategies.
- **Stay-and-play sessions.**
We arrange settling visits and play dates so children and families can meet the Reception team, explore the classroom and even enjoy a cooked lunch together.
- **Transition booklets.**
Every child receives a personalised booklet with photos of their new classroom, teachers and key areas around the setting to help them feel familiar and confident before starting.
- **Additional visits if needed.**
For children who may need extra support, we can arrange extra transition sessions or hold planning meetings with relevant professionals to ensure the right support is in place from day one.
- **Phased start.**
Reception children begin school with a phased timetable to help them adjust gradually to full-time learning.
- **Liaison with nurseries.**
We work closely with feeder nurseries to share key information, particularly for children with SEND. Where appropriate, we support **early requests for statutory assessments** to make sure the right provision is in place when children start school.
- **SENCo involvement.**
Our **EYFS and KS1 Lead SENCo** attends transition meetings for children with SEND and liaises directly with nursery staff and families to ensure continuity of support.

Moving Within School (Reception to Year 6)

We take time to prepare children for each new step within school.

- **Transition stories.**
Children receive a short storybook with photographs of their new teacher, classroom and key adults.
When moving between sites (from Kimberley Gardens to Sketty Road), the story also includes photos of key spaces such as the playground, hall, toilets, lunch area and library.

- **Meet the teacher sessions.**
Every child spends time in their new classroom with their new teacher before the summer break.
- **Extra support where needed.**
Some children may visit their new class several times or receive an individual **transition booklet** to look through over the holidays.
- **Handover meetings.**
Teachers meet in the summer term to share key information, including successful strategies and any professional advice, so that support continues seamlessly in September.

Moving to Secondary School or Another Setting

We plan secondary transition carefully to help children feel prepared and confident about the next stage of their education.

- **Visits and taster days.**
Children visit their new school for open evenings, taster sessions and transition days. Staff from secondary schools are also invited to visit our pupils in Year 6 where possible.
- **SENCo liaison.**
Our SENCo attends transition meetings with the **secondary school SENCo or Head of Inclusion** to share information about each child's needs and the support that works best for them.
- **Learning and discussion activities.**
Children take part in focused lessons and small-group discussions about transition, including any worries or questions they may have.
- **Transition resources.**
Maps, photos and visual guides help pupils become familiar with their new school environment before they move.
- **Additional support.**
Our **KS2 Lead SENCo** helps to coordinate transition meetings and, where appropriate, supports applications for **travel training** in the summer term to build children's independence and confidence.

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11. Frequently Asked Questions

Q. How open will teachers be with parents if they think their child may have SEND?

A. Our teachers are always open and honest with parents about how their child is getting on in school. If we notice that your child is finding something particularly difficult, we will discuss our observations with you and listen to your thoughts too.

While teachers cannot make or give a medical diagnosis, we can share our concerns and, if needed, work with you to gather further advice or assessments from other professionals.

Q. When will my child start a new support or intervention group?

A. Where possible, new support groups begin at the start of a new term.

Before your child joins a group, we will explain the purpose of the intervention, how long it will run, and what outcomes we hope to achieve.

You'll always be informed before your child starts any new support group.

Q. How often will my child's progress be reviewed after completing an intervention?

A. Most interventions run for around **12 weeks**, as research shows this is the right amount of time to measure impact.

At the end of each intervention, we review your child's progress carefully — this includes input from the teacher, SEN team, and leadership team, as well as feedback from you.

If the support has made a positive difference, your child may no longer need the group.

If further help is needed, we'll plan the next steps together.

Q. What should I do if I'm not happy with the support my child is receiving?

A. We always encourage open communication and will do our best to resolve any concerns as quickly as possible.

If you're worried or unhappy with any aspect of your child's support, please speak to:

- Your **class teacher**, or
- The **Leader of Learning / Assistant Headteacher**, or
- The **SENCo**.

If you still feel that the issue has not been resolved, you can contact services listed on the [Enfield Local Offer](#) for independent advice and support.

Q. Are parent helpers informed about children's additional needs?

A. We share only the information that is necessary to keep children **safe** and **appropriately supported**. Parent helpers and other adults working in classrooms are told about specific needs **only if it is relevant to their role**.

Everyone who works or volunteers in school is expected to maintain **strict confidentiality** and receives guidance about safeguarding and privacy.

Q. How can I raise a concern, share information, or make a complaint?

A. We value strong communication between home and school.

If you have information to share or are worried about something, please speak first with your **child's class teacher**.

For SEND-related matters, you can also contact a member of the **SEN Team**.

If you wish to make a formal complaint, please follow our **School Complaints Procedure**, which is available on our website or from the school office.

And of course, we also welcome your positive feedback — please let us know when things are going well!

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12. Where can I find reliable information online regarding SEN?



Information on what Autism is, and offers: support, advice, resources and courses.



Information on what Dyslexia is and offers information to support co-occurring difficulties at home and at school.



Information to support speech language and communication needs



Information to support dyspraxia.

NHS information on dyspraxia and developmental coordination disorder can also be accessed here



Information on supporting issues surrounding mental health



Offers support and advice on: accessing educational provision for Special Educational Needs and Disabilities applying for school places; mental health and wellbeing, and skills and confidence building.

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13. How is secondary school admissions different for children with EHCPs?

Children with an EHCP Moving from Primary to Secondary School

- When your child reaches **Year 6**, the **SEN Service** will guide you through the secondary transfer process.
This begins in the **autumn term**, when you will receive a letter explaining each stage of the process and the key timeframes.
- You will then receive a **proposed Education, Health and Care Plan (EHCP)** and be asked to give **two preferences** for the secondary schools you would like your child to attend.
The SEN Service will consult with your chosen schools, as well as your **nearest local school**, to identify the most suitable placement.
- By **15 February**, the Local Authority must **name your child's secondary school** in their final EHCP.
This ensures that there is enough time for planning, meetings, and a smooth transition into Year 7.

If you would like more information about this process, please refer to **Enfield Council's Secondary Transfer Guidance for Pupils with SEND**, or contact the SEN Service directly at:

✉ sen@enfield.gov.uk

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14. What is an Education, Health and Care Plan (EHCP)?

An **Education, Health and Care Plan (EHCP)** is a legal document written **in partnership with you and your child**.

It describes the **additional specialist support** your child needs to achieve their goals and outlines how their **education, health, and care needs** will be met.

Before an EHCP is written, a range of professionals will work with you to **assess your child's needs** and agree on the right support.

You and your child will have an important voice throughout this process.

Involving You and Your Child

As part of the assessment, you will be asked to complete an **"All About Me"** section with your child. This helps everyone involved to understand your child's personality, interests, strengths, and the support that helps them thrive.

Professionals will then work closely with your family to agree on what is **most important** for your child and how best to help them achieve their outcomes.

The **EHCP is reviewed every year** to make sure it continues to meet your child's needs.

Find Out More

You can find further information and guidance using the links below:

 [Special Educational Needs and Disabilities \(SEND\) – Enfield Council](#)

 [Visit the SEND Information Page](#)

 [Statutory Assessment – Enfield Council](#)

 [EHCP Information – Enfield Council](#)

 [Mediation and Dispute Resolution – Enfield Council](#)

 [Annual Review of EHCP – Enfield Council](#)

 [Guide for Parents and Carers – GOV.UK](#)

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15. What do the children say about school and their learning?

Children across the school, including pupils from KS1 and KS2 with SEND, EAL and from disadvantaged backgrounds, were asked a sample of the following questions in age and need appropriate ways. The children's responses are shown in speech bubbles below, the number in brackets refers to the question number.

Questions:

1. What is it like to be a pupil at our school?
2. What do you like about school?
3. How do adults help you at school?
4. What helps you the most?
5. What do you find difficult at school?
6. What might help you improve more?

I like that everyone is independent and positive in my classroom. I like school. (Q. 1) Yr. 4

I like working in smaller groups, it helps me to understand better and it is easier to ask questions. (Q. 6) Yr. 2

Teachers help me by saying the question again. (Q.3) Yr. 2

I like reading books at school, seeing my friends and I like learning. I think I am good at maths, especially arithmetic. (Q. 2) Yr. 6

Teachers always help me right away if I need help. My friend, who is my partner in class, helps me to learn too. (Q. 4) Yr. 4

I like that the adults help me because I can find things tricky, especially at home. (Q. 1) Yr. 5

Sometimes I find it hard when I cannot find the right words in English, but my teacher and my friends always help me. (Q. 5) Yr. 5

Adults help me to become calm and focused, (Q.3) Yr. 5

When the teachers show me and give me reminders like good listening and good looking. (Q. 6) Yr. 3

Explaining things in different ways helps me the most and demonstrations too. (Q. 4) Yr. 5

If I get worried, talking helps me (Q.4) Yr. 6

Since I came to George Spicer I feel people listen to me. (Q. 3) Yr. 6

Adults help me learn (Q. 3) Yr. 2

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Glossary of Terms

Glossary of Key Terms and Abbreviations

This glossary explains some of the common terms and abbreviations you may come across when reading about SEND support in school.

Abbreviation Meaning / Description

ADHD	Attention Deficit Hyperactivity Disorder – a condition affecting attention, focus, and self-control.
ADD	Attention Deficit Disorder – similar to ADHD but without significant hyperactivity.
ARE	Age Related Expectations – the expected standard of learning for a child’s age.
ASD	Autistic Spectrum Disorder – a developmental condition affecting communication, interaction, and flexibility of thought.
BSS / SWERRL	Strengthening Wellbeing, Emotional Regulation and Readiness for Learning (formerly Behaviour Support Service).
CAMHS	Child and Adolescent Mental Health Services – provides support for children and young people with emotional or mental health difficulties.
CDT	Child Development Team – a group of health professionals who assess children’s development.
DLDD	Developmental Language Disorder – difficulties with understanding and/or using spoken language.
EASA	Enfield Advisory Service for Autism – supports schools and families of children with autism.
EHCP	Education, Health and Care Plan – a legal document for children with complex and long-term needs.
EP	Educational Psychologist – a professional who helps identify learning and behavioural needs and supports strategies for progress.
EYFS	Early Years Foundation Stage – education for children from birth to age 5 (Nursery and Reception).
EYSI Team	Early Years Social Inclusion Team – supports inclusion and early intervention for young children with SEND.
GDD	Global Developmental Delay – when a child takes longer to reach developmental milestones in several areas.
KS1	Key Stage 1 – school years 1 and 2 (ages 5–7).

Abbreviation Meaning / Description

KS2	Key Stage 2 – school years 3 to 6 (ages 7–11).
LA	Local Authority – the local council responsible for education and SEND provision.
LASS	Language and Social Skills – support programmes that focus on developing communication and interaction.
LSA	Learning Support Assistant – works alongside teachers to support children in class.
LP	Learning Plan – a school-based plan outlining additional support for a child’s learning.
OT	Occupational Therapy – helps children develop everyday skills such as coordination and self-care.
PT	Physiotherapy – supports physical development, movement, and posture.
RRS	Rights Respecting School – a UNICEF initiative promoting children’s rights and respect in school.
SaLT	Speech and Language Therapy – supports children with communication, speech, and language needs.
SCC	Social Communication Clinic – specialist support for children with social communication difficulties.
SEND	Special Educational Needs and/or Disabilities.
SENCo	Special Educational Needs Coordinator – the teacher responsible for overseeing SEND provision in school.
SLCN	Speech, Language and Communication Needs.
SpLD	Specific Learning Difficulty – such as dyslexia (reading), dyspraxia (coordination), or dyscalculia (maths).
TA	Teaching Assistant – supports teaching and learning, often working with small groups or individuals.

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