

Garfield Primary School
SEND Information Report



Garfield Primary

This SEND Information Report should be read in conjunction with Enfield Local Authority SEND offer, which can be found at <http://new.enfield.gov.uk/services/children-and-education/local-offer/>

Our SEND statement and vision	<p>Our inclusive ethos underpins all that we do at Garfield Primary School and is driven by our Garfield values. We welcome children and families of all faiths or none and promote mutual respect for all. We strive to provide a happy, stimulating, supportive and safe learning environment in which our children can exceed their expectations irrespective of their needs, ability, race and gender. We aim to develop children's personal, social and emotional well-being through a broad, balanced and relevant curriculum. We provide positive high impact support in the form of high quality teaching, additional school support measures, training and resources and making reasonable adjustments along the way. We recognise that some children require additional support in their learning at given times in their school lives. Children are considered to have special educational needs if they have a particular need requiring special educational provision that is additional or different to that of their peers. Following our inclusive values, children with SEN are offered full access to a broad, balanced, challenging and relevant curriculum for the EYFS and National Curriculum and all other areas of school life at levels appropriate to their needs. We strive to enable pupils with SEND to access daily teaching & learning and support them to reach their full potential by the time they leave us in year 6.</p>
What type of school is Garfield? Context	<p>Garfield Primary School is a 1.5 form entry mainstream primary school with approx. 270 children on roll. We cater for pupils from 4 – 11 years of age.</p> <p>We aim to:</p> <ul style="list-style-type: none">- Ensure that all pupils are valued equally.- Ensure that all pupils make progress regardless of their need.- Ensure that all pupils are safe.- Communicate effectively and work closely with parents and carers.

	<ul style="list-style-type: none"> - Ensure that Special Educational Needs or disabilities are identified early and assessed appropriately and provision is put in place. - Work proactively with the necessary agencies such as Social Services, Educational Psychology Services, Speech and Language Services, Occupational Therapy, Behaviour Support service to assess and meet the needs of those children with Special Educational Needs. - Monitor, review and evaluate policy and provision regularly. - Continue to develop the knowledge and skills of staff to manage the range of needs in school and ensure that support is of high quality. - Ensure that the consideration of Special Educational Needs is evident in all curriculum areas and across all aspects of teaching and learning. <p>We are committed to the principles of Early Intervention. Pupils who have Special Educational Needs or require additional support to access and engage with the National Curriculum are identified and assessed upon entry to the school or as an issue arises and an appropriate intervention is allocated with short-term targets and evaluation. Our aim is that those who require additional support receive it swiftly.</p>
What is your current Ofsted rating?	Our last inspection was carried out in April 2019. The school was graded <u>Good</u> .
The SEND Support Register	<p>There are 34 children on the SEND support register in the EYFS and Infants.</p> <p>There are 33 children on the SEND support register in Juniors.</p> <p>There are 67 children in total on SEND support.</p>
EHCP Register	<p>There are 8 children with EHCP in the EYFS and Infants.</p> <p>There are 8 children with EHCP in the Juniors.</p> <p>There are 16 children with EHCP in total.</p>
Special Educational Needs and Disability (SEND) <i>What are the areas in which my child could be identified as having SEND?</i>	<p>SEN as defined in the 2014 Code of Practice:</p> <p>“A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she: a) has a significantly greater difficulty in learning than the majority of others the same age, or b) has a disability which</p>

	<p>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.”</p> <p>At Garfield, it is the belief that all children have an equal right to a full and rounded education, which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is:</p> <p><i>‘additional to and different from’ that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice.’</i> (September 2014).</p> <p>The 4 areas for which children may be identified as having SEN:</p> <ul style="list-style-type: none"> ▪ Communication and interaction ▪ Cognition and learning ▪ Social, mental and emotional health ▪ Sensory/physical
<p>Identifying special needs. <i>What should a parent do if they think their child may have special educational needs?</i></p>	<p>Some children arrive at Garfield with identified SEND, in which case the Inclusion Lead will liaise with the previous school, nursery or special unit to ensure there is a smooth transition and continuity of provision. Where pupil’s progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEND. Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and assessments. There can be many reasons for learners ‘not making progress.’ These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract them from their learning. The school understands that children who experience these barriers to learning are vulnerable. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special education provision will be identified as having SEN.</p> <p>Garfield has a graduated approach to SEND:</p>

	<ul style="list-style-type: none"> ● Assess – this involves taking into consideration all the information from discussions with parents or carers, the child, class teacher and assessments. ● Plan – this stage identifies the barriers to the learning, intended outcomes and details what additional support will be provided to overcome the barriers. ● Do – providing the support – extra assistance for the learning or learning aids as set out in the plan. ● Review – measuring the impact of the support provided and considering whether changes to that support need to be made. All of those involved – child, parents or carer, teacher and SEN team (if appropriate) contribute to this review. This stage then informs the next cycle, if necessary. Meetings with teachers and TAs are held regularly and termly Pupil Progress meetings with Headteacher, Deputy Headteacher & SEND Lead.
<p>Identifying special needs. <i>Who are the best people to talk to if a parent/carer thinks their child may have SEND?</i></p>	<p>We strongly believe in a partnership approach with our parents, therefore class teachers and class support staff initially will raise concerns with parents or vice versa.</p> <p>The class teacher will support:</p> <ul style="list-style-type: none"> ▪ Checking the progress of your child and identifying, planning and delivering any additional help your child should need ▪ Writing Learning Support Plans and reviewing these with parents each term ▪ Ensure all staff in school are helped to deliver the planned work or a special programme for your child. This may involve the use of additional adults or support for outside agencies which will be overseen by the Inclusion Lead ▪ Ensuring school SEND policy followed in their classroom <p>The Inclusion Lead will support:</p> <ul style="list-style-type: none"> ▪ Developing the school SEND policy and coordinating all the support children get to ensure their needs are met ▪ Ensuring that you as a parent/carer are: <ul style="list-style-type: none"> ▪ involved in supporting your child's learning ▪ informed of the support your child is getting

	<ul style="list-style-type: none"> ▪ involved in reviewing their progress termly with the staff who work with your child <p>The Headteacher is responsible for:</p> <ul style="list-style-type: none"> ▪ The day to day management of all aspects of the school, this includes the support for children with SEND ▪ Ensuring your child's needs are met ▪ Ensuring that the Governing Body is kept up to date about any issues relating to SEND <p>The SEN Governor is responsible for:</p> <ul style="list-style-type: none"> ▪ Ensuring the necessary support is provided for any child who has SEND, through termly meetings with the Inclusion Lead and termly reports from the Headteacher <p>If you are not happy that the concerns are being managed effectively</p> <ul style="list-style-type: none"> - Please speak to the class teacher or request a meeting with the Inclusion Lead - If you are unsatisfied with the outcome, please arrange to meet the Headteacher.
<p>What does the school do to support pupils with special educational needs?</p> <p><i>What are the different types of support for SEND at Garfield?</i></p>	<p>Garfield has a graduated approach to SEND:</p> <ol style="list-style-type: none"> 1. Universal : Quality First Teaching All children should receive consistently good teaching in the classroom which means: <ul style="list-style-type: none"> ▪ Teachers have high expectations of your child ▪ All teaching based on what your child already knows and can do ▪ Teachers regularly check on your child's progress and ensure appropriate support is in place as necessary ▪ Different teaching methods are used so your child can be fully involved e.g. paired work, group work, practical learning, mixed ability or independent work ▪ Specific strategies (which may be suggested by the SEND Lead or outside agencies) are in place to support your child's learning 2. Targeted <ul style="list-style-type: none"> - Access to Sensory/Quiet room for morning sessions.

- Daily Sensory Circuits
- Classroom SEN resources, these include dyslexic friendly coloured overlays/word and letter references/visuals, finger grips, posture cushions, slanted writing slope. Each class has iPads equipped with software to support our literacy, numeracy skills.
- Some pupils, with more complex needs, such as developmental delay, and autism, often require a more sensory approach to learning. Adaptations will be made to the environment where necessary e.g. have access to practical activities tailored to address their individual needs. Social interaction is paramount and so an individual workstation would be created should your child need a quieter space to work at in order to support their concentration. The school adapts the environment, wherever feasible, to the needs of the children and specialist equipment is accessed if needed (e.g. specialist chairs).
- Children with complex SEND will have access to Rainbow classroom
- Children with attachment difficulties and early childhood trauma will be offered a place in a Nurture Group: Kingfisher class
- Some children will benefit from working in smaller groups on specific work to help them make progress; these are sometimes called intervention groups:
 - They may take place in classroom or outside
 - They may be run by a teacher or trained TA

3. Specialist

Some children will be referred to external professionals so we can ask for advice and support from them. This is often after 'Quality First Teaching' and intervention groups have not helped your child progress. These professionals may include Speech and Language Therapist (SALT) or the Educational Psychologist (EP). Permission is always sought from parents before a referral is made. Waiting lists for the professional can be long and it is advisable to refer your child as soon as you feel necessary. If it is a medical matter parents may also go to the GP for these, as it is sometimes quicker.

Once the professional has seen your child they may suggest:

- Making changes to how your child supported in class
- Support to set targets which will include their professional expertise
- A group run by trained school staff e.g. SALT intervention group

- A group or individual work with outside professionals


Some children may need some specific individual support beyond that already provided by the school as part of its core offer

- This can be provided by requesting a statutory assessment from the Local Authority in which you live ([Enfield Local Offer](#))
- From September 2014, this will be provided via an Education, Health and Care Plan (EHCP). This was previously known as a Statement of Educational Needs. This means your child will have been identified by the class teacher/SEND Lead as needing a particularly high level of individual or small group teaching. It means the school needs additional financial support from the Local Authority (LA) to help your child's need be met

For your child this would mean:

- The school or you can request that the LA carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child to enable them to reach the desired outcomes
- The school supported by you will complete forms giving lots of information about your child and the work the school has already done with them
- The LA will decide whether they think your child's outcomes are not being met (as described in the paperwork provided)
- If they decide that your child requires a statutory assessment then you and all professionals who have been involved in working with your child will write a report outlining what will be required to enable your child to meet the desired outcomes
- The LA will then decide if your child's needs are severe, complex and lifelong and that they need additional financial supporting school to enable them to make good progress. If this is the case the LA will write an EHC Plan

Class Teachers plan lessons according to the specific needs of all groups of pupils in their class. They will ensure that learning tasks are adapted in order to enable pupils to access their learning as independently as possible. We follow the Five-a-day Principle, which is applied to all subjects, and is closely linked with Rosenshine's Principles.

	 <p>1 Explicit instruction Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.</p> <p>2 Cognitive and metacognitive strategies Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.</p> <p>3 Scaffolding When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.</p> <p>4 Flexible grouping Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.</p> <p>5 Using technology Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.</p>
<p>How are your school's resources and special educational needs budget allocated?</p>	<p>The Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the Governors and based on the needs of the school. Budget allocated is dependent on individual needs and concerns.</p> <p>We have class Learning Support Assistants (LSAs) who support SEND pupils with EHC plans in and out of class. The impact of teaching assistant support is monitored and reviewed regularly to ensure that support is tailored to meet the needs of pupils.</p>
<p>How do you monitor pupil progress? How do you communicate this with parents?</p>	<p>Communication between school and home is essential to a pupil's progress. Parents are involved in all decisions made, as this helps to ensure the best provision is provided for pupils. We encourage collaborative working through the following:-</p> <ul style="list-style-type: none"> - Open door policy - Parents are encouraged to approach teachers daily for updates and to share important information.

	<ul style="list-style-type: none"> - Sharing of resources to support learning at home e.g. visual timetables, transition books. - Sharing of targets, and discussion around provision. - Parents Evenings, and meetings with professionals e.g. Speech therapist, Educational psychologist. - <p>Pupil's attainment is tracked half-termly and analysed. This is discussed during pupil progress meetings, and informs any further changes to provision.</p>
<p>What support does the school have for Pupil's overall health and wellbeing?</p>	<p>We are committed to supporting the whole family and ensuring the early identification of need. We respect the privacy of all our pupils and their families. All conversations are treated sensitively and confidentially, unless there is a safeguarding concern.</p> <p>The health and wellbeing of all our pupils is paramount. However, we are aware that those pupils with SEND may be more vulnerable than others. Bullying of any kind is taken very seriously and at Garfield. We record and analyse all incidents, as stated in our behaviour and safeguarding policies.</p> <p>Our staff are aware of individual pupil's needs for example, medical, social or emotional needs. These may impact negatively on a pupil's wellbeing, which can be a barrier to learning and progress.</p> <p>So how can we support you in these areas?</p> <p>Medical:</p> <ul style="list-style-type: none"> ▪ If your child has any medical needs the School Welfare Officer will invite you into school to create a care plan ▪ The plans will be updated regularly and you are able to contact the school Welfare Officer at any time ▪ Your child's social and pastoral care is very important and sharing of your concerns with their Class Teacher/ Learning Support Assistant will help us all to work together ▪ All medicines are carefully monitored and recorded

- If there are any concerns the School Welfare Officer will ring you and discuss any issues. If needed the School Nurse will be contacted
- Your child will access all the assessments held in school and if there are any concerns you will be informed
- Dietary needs are discussed and any allergies shared with relevant staff. If needed a food diary may be kept to support programmes given by a dietician

Social:

- Your child is fully included in activities where possible. All children are encouraged to work together
- If your child is struggling to understand how to make friends social stories are made available
- New children (or if your child is struggling in the playground) are provided with an appropriate buddy
- Staff and learning mentors in the playground will monitor your child and encourage them to interact with others. If there are any concerns their class teacher, Key Stage Leader and the Inclusion Team will be notified
- Buddies may also be provided for children who are experiencing difficulties or require some support
- In Early Years we endeavour to visit all children who enter Garfield at the beginning of the year and if they enter during the year where possible
- In Early Years we provide several transition events such as Open evenings and Stay and Play where you can visit the school and meet staff with your child
- In Years 1 to 6 we have supportive induction systems for new entrants to the school including buddy systems and induction interviews
- All children are welcome to attend Lunch time clubs, After school clubs, Breakfast Club where places are available

Behaviour: (Note : Challenging behaviour is no longer seen as a Special Educational Need in itself – SEND Code 2014)

	<ul style="list-style-type: none"> ▪ If your child has difficulties in following the behaviour expectations of Garfield their Class Teacher will keep you fully informed ▪ Strategies will be implemented and shared with you ▪ Additional support will be implemented if needed and advice requested from additional professionals if required ▪ The Inclusion Lead will keep you informed and if necessary hold a meeting with all the professionals involved and yourself ▪ Everything possible will be implemented to ensure your child is included at all times <p>Attendance:</p> <ul style="list-style-type: none"> ▪ It is important that your child has a good attendance so they are able to make good progress with the support they are given ▪ It is important that if your child has a medical issue that the school is notified immediately and they return to school as soon as possible. If you are unsure about any issues the School Welfare will be able to advise you <p>Child's views:</p> <ul style="list-style-type: none"> ▪ Your child will contribute to his/her statement (EHCP) meeting if appropriate ▪ Your child is encouraged to discuss school issues that can be taken to the school council ▪ Staff discuss issues with your child and if they are able to contribute ideas they will be encouraged to share them with their peers ▪ If your child has shared concerns or ideas with you, but they feel they cannot discuss them in school you can bring them to the Class Teacher ▪ Your child contributes to their annual report
What specialist services and expertise are available at the school?	<p>School-based expertise and specialist services accessed:</p> <ul style="list-style-type: none"> - Four Approach (COSIE) trained members of staff - Dyslexia Specialist - Play Therapist - Art Therapist

- Learning Mentor
- Access to the borough Educational Psychology Service, Behaviour Support Service, Child and Adolescent Mental Health, Speech and Language therapists, Occupational therapist, Social Care, Enfield Advisory Service for Autism (EASA), Early Years Social Inclusion Team (EYSI) , EWO (Education Welfare Officer)
- Local Authority and wider community support e.g. Parent Support Groups and Charities.

Useful contacts for parents:

Agency	Description	Contact Details
Enfield Local Authority Local Offer	The Local Authority has set out its own local offer	https://www.enfield.gov.uk/services/children-and-education/local-offer
SEND Advice	Previously called “Parent Partnership”, gives free, independent, confidential and impartial advice and support to parents and carers.	sen@enfield.gov.uk Phone: 0203 821 1919
SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service) Our Voice	Parent organisations seeking to improve services for children with disabilities in Enfield, and support parents.	SENDIASS - https://www.kids.org.uk/sendiaass/advice/ sendiassenfield@centre404.org.uk Our voice - https://www.ourvoiceenfield.org.uk/ Phone: 07516 662 315 info@ourvoiceenfield.org.uk

	Contact a family	Contact a family is the only national charity that exists to support the families of disabled children whatever their condition or disability.	Phone: 0808 808 3555 (Monday-Friday, 9.30am-5pm) https://contact.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.	Phone: 0207 843 1900
	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/ Phone: 0300 222 5899
	Home-start Barnet,Brent, Enfield, Harrow	Home-start supports families with at least one child under the age of five, with a focus on vulnerable children, by offering practical and emotional support, either in the family's own home and/or with group work.	https://www.home-start.org.uk/home-start-barnet-brent-enfield-and-harrow Phone: 020 8371 0674
	Community Parent Support Service	The Community Parent Support Service is available to all families living in Enfield and works with parents of children aged 0-	Phone: 0208 372 1500

		18 dealing with concerns and issues before they escalate and become a problem.	
What training have the staff supporting pupils with special educational needs and disabilities had?	<ul style="list-style-type: none"> ▪ The Inclusion Lead's role is to support the class teacher in planning for children with SEND ▪ The school has a training plan for all staff to improve the teaching and learning of children including those who have SEND. This includes whole school training on SEND issues such as Autistic Spectrum Disorder (ASD), Speech and Learning difficulties and specific learning difficulties. Outside experts such as EP, SALT and Russett House school provide help and advice to support children who have been assessed in school Training is provided for all staff to improve the teaching and learning of pupils, including those with SEND. Shared strategies will be implemented in classrooms to ensure consistency and accessibility for all pupils. ▪ Individual class teachers and support teachers attend training courses. Outside agencies that are relevant to the needs of specific pupils will deliver training sessions, for example from the ASD Outreach service, Local Authority, EYSI, School Nurse etc. ▪ Learning Support Assistants also have access to training. Our CPD log identifies the training that our staff team have had access to over the last academic year. ▪ If parents find out about a useful resource they are advised to discuss this with the SEND Lead 		
How are pupils included in activities outside the classroom including school trips?	<p>Pupils with additional needs/SEND are included in all extracurricular activities and attend visits at the discretion of school and parents. Individual risk assessments are completed if necessary and additional measures/adult support is put in place as necessary. Parents will be consulted (re: trips and additional provision) and where necessary, involved in the risk assessment. We understand that for some pupils visits outside of school can be very stressful and an anxious time. Therefore, we ensure that strategies are provided and shared with parents to prepare pupils for visits and activities. In some cases, we may rehearse the route and the transport types that we will be using before the visit takes place. We appreciate that this is not always possible so pictures and a social story will be provided as an alternative.</p>		

<p>How accessible is the school environment?</p>	<p>On entry, those pupils with special needs will be carefully assessed and if required, specialist equipment may be provided.</p> <p>See our Accessibility Plan in policies on our website</p> <ul style="list-style-type: none"> - The school is fully accessible to wheelchairs and there are disabled toilet facilities. - The classrooms and corridors are clearly lit and kept clear to ensure the safety of all pupils. - The school site is secure and has restricted access. - The existing building has a disabled shower and toilet facilities for pupils and adults. - The existing building has lift facilities - Physical adaptations in the classroom and additional resources will be provided if necessary.
<p>How does the school prepare and support pupils with transitions within the school and moving on to new placements?</p>	<p>We recognise that transitions can be a difficult time for some pupils and their families. Transition booklets are produced for families to use at home to ensure that pupils are supported during this time.</p> <p><u>Reception Class</u></p> <p>Pupil entry into school is carefully managed. In the Early Years Foundation Stage parents are visited at home by class teachers and early years practitioners. The purpose of the visit is to build up relationships between home and school. A home visit booklet is completed that focuses on individual needs e.g. allergies, likes and dislikes. The information in the booklet helps nursery and reception staff to plan a smoother transition.</p> <p>We liaise with pre-schools and any external agencies that may be involved with pupils prior to them starting school. There is an initial meeting and play sessions in school. Social stories and photos may be used to support pupils if they appear to be finding the transition difficult. The Inclusion Lead will be involved if appropriate.</p> <p><u>Transferring from another school</u></p>

	<p>The SENCO will liaise with the previous school to ensure an easy transition. An initial meeting will be arranged to discuss individual needs and any important information that may be useful to the settling in process</p> <p><u>Moving to another school</u></p> <p>The SENCO will liaise with the new school and all records and strategies will be shared.</p> <p><u>Secondary transfer</u></p> <p>The SENCO/class teacher will meet with staff from the secondary school to discuss pupils. A transition meeting will be arranged for the summer term for those pupils with an EHCP.</p> <p>Transition work will be completed in school and pupils will have an opportunity to visit the secondary school. Other arrangements may be put in place, depending on individual needs, such as extra visits to the new school.</p> <p><u>Beginning a new year</u></p> <p>Prior to the new academic year, a transition meeting will be held so teachers have an opportunity to share information regarding pupils. The Inclusion Lead will be present if necessary.</p> <p>As part of this process, social stories, photos and transition booklets will be given to support children. Extra visits to the new class teacher may be arranged.</p>
<p>How are parents involved in school life?</p>	<p>Parents are consulted in all decisions made relating to their child. Staff will discuss what the provision looks like on a day-to-day basis and will consult with parents re: any adjustments being made.</p> <p>For EAL parents: Access to a London based translation service and school website all letters and information can be translated into a variety of languages. We also have a wide range of employed staff who can translate into community languages.</p>

Who can a parent contact for further information?	<ul style="list-style-type: none"> - First point of contact will be the child's class teacher. - Any concerns to the Inclusion Lead Ms Gabruk - re: the provision for pupils with SEND. Email: office@garfield.enfield.sch.uk - Further concerns in writing to the Headteacher and Governing Body.
Review	<p>We at Garfield always welcome feedback as we feel it supports us in meeting the needs of all our children, families, staff and the community. If you would like to give feedback about our SEND Information report please email Ms Gabruk: office@garfield.enfield.sch.uk</p> <p>This report was updated in March 2024. It will be reviewed in March 2025.</p>