SEN Handbook for Schools
Academic Year 2026-2027



www.enfield.gov.uk

ENFIELD Council

Contents

1. Introduction	3
2. Our Vision for Inclusion	4
3. The SEND Reforms	6
4. Support services from the SEND Partnership	7
5. The identification of special educational needs	25
6. The graduated approach and good practice for SEN Support	26
7. Requesting an Education, Health and Care Needs Assessment (EHCNA)	28
8. The Statutory Assessment Process	29
9. The SEN Panel	30
10. Education, Health and Care Plans (EHCPs)	32
11. EHCP Annual Review	33
12. Placements	36
13. SEN Service Panels	36
14. Enfield funding	38
15. Using EHCP funding	40
16. Managing complaints	41
17. Transition	42

1. Introduction

1.1 This Handbook has been devised to support schools in navigating the Special Educational Needs (SEN) system in Enfield. It will be particularly useful to new SENCOs and SENCOs who are new to Enfield, however it will also be a useful reference for experienced SENCOs in the borough. If you are new to the SENCO role, please contact one of the SEN Advisors (contact details below) to arrange an induction session.

1.2 The Handbook includes information about the SEN Partnership, statutory processes, support services and useful contacts.

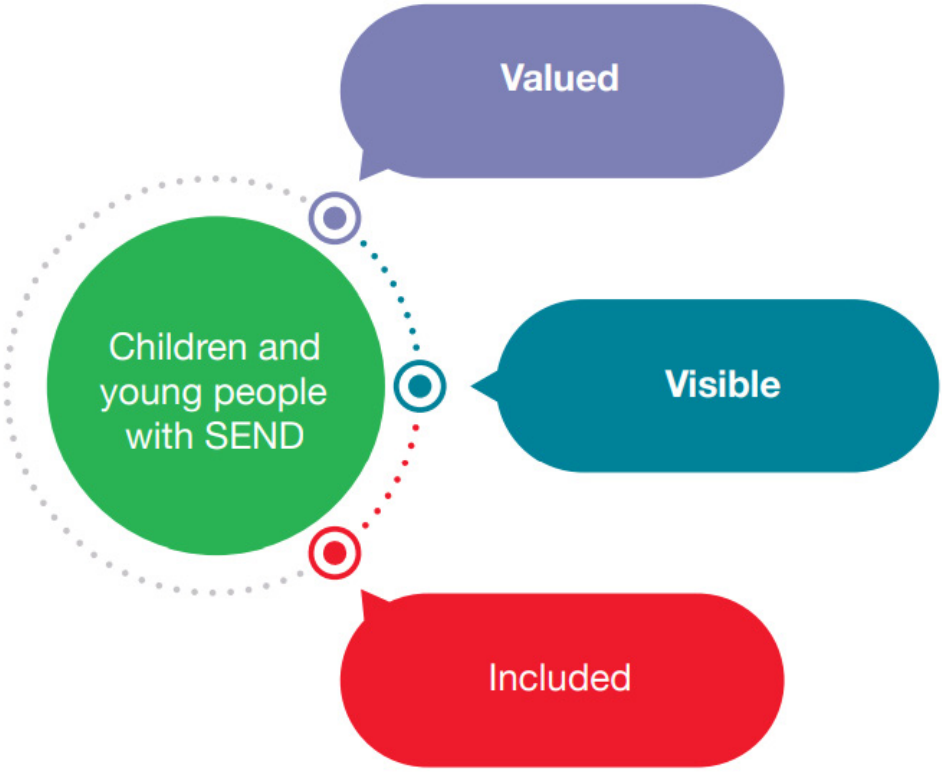


2. Our Vision for Inclusion

2.1 Our vision is for all our children and young people with Special Educational Needs and Disabilities to have high aspirations and to achieve positive lifelong outcomes. In practice, this means making sure all our children and young people with Special Educational Needs and Disabilities (SEND) are safe, healthy, happy and included in their educational setting and communities. We want our children and young people to discover and achieve their goals and we want to empower them to be at the heart of decision making, so that they can make positive choices about their lives and futures.

2.2 As our children and young people grow up, we want them to feel confident and prepared for adulthood and their independence, with the skills and opportunities they need to thrive. Together, our collective ambition is to make Enfield an inclusive borough where "SEND is everyone's business". An inclusive Enfield is a place where diversity and difference are understood and celebrated, and where barriers are minimised or removed.

Vision Statement: Enfield's SEND Partnership Strategy (2023 – 2027)



2.3 Enfield Inclusion Charter

This charter sets out a shared vision for inclusion and gives 8 principles by which schools, education settings and related services can achieve inclusive education for children and young people with SEND.

Schools and settings sign up for the Charter to show their commitment to:

- Provide clear, visible and strong leadership for inclusion
- Ensure that everyone takes responsibility for including children and young people with special educational needs and disabilities
- Understand that all behaviour happens for a reason
- Listen and respond to children and young people's opinions and ideas when making any decision which impacts on their lives

- Celebrate difference and diversity
- Work with families, professionals and practitioners across our community to help all children and young people to thrive
- Ensure that everyone is comfortable to be open and honest about what support they need to help children and young people in their care
- Support children and young people to prepare for their adulthood from the early years and throughout their childhood and adolescence, so they can shape their future in the way they want.

Enfield Inclusion Charter

A charter for early years settings, schools and colleges committed to providing an inclusive education for children and young people in Enfield.

Signing the Inclusion Charter is a commitment to:

- **Provide clear, visible and strong leadership for inclusion**
- **Ensure that everyone takes responsibility for including children and young people with special educational needs and disabilities**
- **Understand that all behaviour happens for a reason**
- **Listen and respond to children and young people's opinions and ideas when making any decision which impacts on their lives**
- **Celebrate difference and diversity**
- **Work with families, professionals and practitioners across our community to help all children and young people to thrive**
- **Ensure that everyone is comfortable to be open and honest about what support they need to help children and young people in their care**
- **Support children and young people to prepare for their adulthood from the early years and throughout their childhood and adolescence, so they can shape their future in the way they want.**

The Charter has been developed by children and young people, headteachers, teachers, parents and carers, council officers, health partners and voluntary sector organisations.

3. The SEND Reforms

3.1 The Department for Education (DfE) is undertaking significant reforms to the Special Educational Needs and Disabilities (SEND) system, with the aim of creating a more consistent, inclusive and financially sustainable approach. The implementation arrangements are still being developed, but the aim is for mainstream schools to play an increasingly central role in delivering inclusive education, supported by clearer national expectations, earlier intervention, stronger workforce training and improved multi-agency working. The overall ambition is to ensure that children and young people receive the right support, in the right place, at the right time, reducing delays in identification, inconsistencies between local areas, and the need for families to pursue support through the EHCP process. The reforms seek to create a more consistent SEND system in which support is available earlier and closer to home, enabling children and young people with SEND to achieve successful educational and life outcomes.

3.2 In mainstream schools, these reforms will mean:

- An increased focus on high quality teaching and adaptive practice
- A strengthened graduated approach (Assess, Plan, Do, Review)
- Individual Support Plans (ISPs) identifying strengths, areas of need, agreed provision, desired outcomes and review arrangements
- SEN Support being replaced with Targeted and Targeted Plus support
- Greater accountability for inclusive practice across the whole school
- Closer partnership working with health and local authority services
- Support that is ordinarily available and provision for different types of needs being available in line with the National SEND Standards (currently being developed)
- Increased use of evidence-based interventions
- Stronger transition arrangements from early years settings
- Greater focus on preventative approaches
- Closer monitoring of pupil progress and emerging needs
- Publication of an Inclusion Strategy
- Standardised EHCP documentation
- Enhanced SEND training for teachers
- Increased professional development opportunities
- Greater emphasis on leadership responsibility for SEND
- Continued development of the SENCO role as a strategic leader

3.3. Keep up to date with developments with the implementation of the reforms through Inclusion Briefings and SENCO Networking Events.

4. Support services from the SEND Partnership

4.1 The universal offer is what is available within the Local Area for all children and young people and is free at the point of access. It includes services that are available to children and young people from the Education, Health and Social Care sectors. Once the universal offer has been exhausted, targeted or specialist services can provide support to children and young people where they have met the criteria for support.

4.2 Table of support services, summary of the offer and contact details

Local Authority/Health Agency and Contact Details	Universal	Targeted	Specialist
Enfield Communication Advisory Support Service (ECASS) ECASS@enfield.gov.uk 	Universal training offer Elklan (Training to support children's language and learning) Parent/ Carer training EP/OT/SALT Top Tips for identifying pupils with SLCN Successful start to secondary and Rising to Reception Transition packages	Interventions planned and supported by a specialist speech, language and communication needs (SLCN) teacher Elklan training for school practitioners (Level 2 & 3) Elklan Communication Friendly Schools support and tutoring (Level 4 & CFSe) Strand 5 pathway and associated assessment and support using NHS Verbo screening: Assistive S&L Software NHS Verbo Assistive Speech and Language Screening and Support Licence for Target Schools	Interim speech and language provision for pupils with an Education, Health and Care Plan in Target Schools (Mainstream, SRP and Unit Provision)

Local Authority/Health Agency and Contact Details	Universal	Targeted	Specialist
Enfield Advisory Service for Autism (EASA) admin@enfieldasa.org.uk	Universal training offer including Autism Education Trust (AET) training Parents Cuppa and Chat sessions Website information and resources	Mentoring for TAs and LSAs *PEERS (Programme* for the Education and Enrichment of Relational Skills) Abridged Programme Tree of Life Groups Time to Play sessions	All About Me: Psychoeducation Case Study Consultations Attendance at Team Around the Family (TAF) and Child in Need (CIN) meetings if requested and dependent upon availability Curriculum guidance and support for Specially Resourced Provisions (SRPs) and Designated Units (Units)

Local Authority/Health Agency and Contact Details	Universal	Targeted	Specialist
Primary Inclusion Team formerly known as Supporting Wellbeing, Emotional Resilience and Readiness for Learning (SWERRL) – Primary Behaviour Support Service office.bss@enfield.gov.uk	Joint partnership working with other Enfield services to implement the ETIPPS programme across Enfield schools Bespoke training for schools on promoting social and emotional development PRICE training, i.e. Restraint Reduction Network certified training with approved curricula for use in education when supporting CYP who are distressed and restrictive intervention is required to protect the CYP and staff and others within the school community.	Consultative and strategic input to develop SEMH sensitive practice CYP-IAPT qualified trainers offer support through the Incredible Years (IY) parenting programme for 5 to 11 year olds Modelling supportive approaches to promote children's social, emotional and mental health development	Part-time attendance at the SWERRL base for a limited number of pupils who have experienced developmental trauma. Some may be undergoing the statutory process Specialist interventions in school relating to individual children following a school request for involvement.
Secondary Inclusion Team formerly known as Secondary Behaviour Support Service (NEXUS) sbss@enfield.gov.uk	Annual Behaviour Leads conference	Mentoring and transition support for students who have been placed on managed moves	Learning mentors who work closely with CYP, through one-to-one mentoring and group interventions Advice and support to seek alternative provision for CYP who are at serious risk of permanent exclusion, those who have already been permanently excluded, and CYP who are without a school place

Local Authority/Health Agency and Contact Details	Universal	Targeted	Specialist
Early Years SEN Team/Early Years Social Inclusion EYSI@enfield.gov.uk 	SEND support for educators of children from birth to 5 years including: Consultation Advice Training Networking SENCO Forums	Nurture Group Support Language and Social Skills Groups and support Language and Social Skills Groups Early Years (LASSEY) groups and Support Tiger Team/ Cubs Gross Motor Skills Programme	
SEN Advisors Smeeta.Modasia@enfield.gov.uk Sarah.Kennedy@enfield.gov.uk 	Support schools and SENCOs with whole school approaches to inclusion and support for children with SEND. Ad hoc advice, training and reviews/audits around inclusive practice as outlined in the Ordinarily Available Provision Planning and coordinating Outreach services	Managing the Professional Learning for SEND and Inclusion programme Liaise with the wider SEN Team and other agencies supporting children and young people with SEND	Attend Annual Reviews for electively home-educated children with EHCPs Oversee the SRPs and Units within the local authority, including managing the outreach offer for these provisions
Senior School Improvement Advisor for SEND and Inclusion Samantha.Hill@enfield.gov.uk 	Supports settings with whole school approaches to inclusion for all protected characteristics in line with the Enfield Inclusion Charter Ad hoc support and advice linked to safeguarding and/ or inclusion, CPD, reviews	Lead on Good Practice Networks for DSLs and GRT, and liaise with other borough leads and agencies supporting children with SEND in Enfield	A point of contact for schools having Section 5 or 8 Ofsted inspection and visits

Local Authority/Health Agency and Contact Details	Universal	Targeted	Specialist
Educational Psychology Service (EPS) (The EPS is commissioned by schools, partner services and the SEN Service.) EPS@enfield.gov.uk 	Lead service for the ETIPPS programme across Enfield schools and settings Bespoke training for schools on a variety of topics relating to CYP development and areas of needs EPS Telephone support line for parents/carers Supporting with 'Critical Incidents'	Supporting the school's assess-plan-do-review process for children with SEND via: Observation Consultation Assessment Individual and group interventions Bespoke training Emotionally-Based School Non-Attendance (EBSNA) workshops for schools, professionals and families Training and supervision for school-based Emotional Literacy Support Assistants (ELSAs) and Mediated Learning Support Assistants (MeLSAs) Targeted support delivered by EPs and Assistant EPs in ECASS, EASA, My Young Mind Enfield (MYME), Youth Justice Service, SWERRL, Admissions Service, Attendance Support Unit, Virtual School for Looked After Children/Children in Need and those with a Child Protection Plan	Assessment and psychological advice for CYP subject of an Education, Health and Care Needs Assessment Supporting children with Education, Health and Care Plans (where schools purchase the EP service) Supporting children in special schools (where schools purchase the EP Service) Supporting CYP and families accessing the Attendance Support Unit

Local Authority/Health Agency and Contact Details	Universal	Targeted	Specialist
Enfield Trauma Informed practice in Schools (ETIPSS) E-TIPSS@enfield.gov.uk	Trauma-informed practice implementation programme that includes central training, briefings and workshops for schools and early years settings delivered by the services across the Enfield partnership (led by the EPS)	Whole school training and follow up support for schools and identified early years settings	

Local Authority/Health Agency and Contact Details	Universal	Targeted	Specialist
School-Age Speech and Language Service Tel: 020 4553 7707	In early years: LEAP Project (Learn Language, Aspire, Play) – in N9 N18 (inequalities Project) In special schools: working in class, teacher training, coffee morning, advice on school policies, attending meetings. In mainstream schools: Whole school training on Developmental Language Disorder (DLD)	In early years: Let's Play's for under 2's presenting with speech & Language difficulties in collaboration with Children's Centres In special schools: work with groups in school modelling to staff to support implementation of strategies/support. Supporting with the embedding of the intervention into curriculum areas.	In early years: • Packages of care for children with: • Social communication difficulties • Language difficulties • Speech difficulties • Complex needs • Stammering In special schools: • SALTs providing specialist assessment and advice to support communication difficulties. • SALTs provide intervention to support the development of a new skill with an adult who works daily with the CYP also present. The skill will be introduced to the CYP's routine to encourage generalisation in a functional setting. • SALTs providing specialist training to support school/ home, for example to establish new forms of AAC techniques (including selecting communication systems). SALTs providing specialist assessment and management of CYP with feeding and swallowing difficulties

Local Authority/Health Agency and Contact Details	Universal	Targeted	Specialist
			In mainstream schools: • Statutory assessment and provision of statutory advice. • Provision of intervention for CYP with an EHCP. • Clinical lead assessment/ diagnosis: • Speech sound/ stammering/ DLD/ situational (selective) mutism interventions
Occupational Therapy Service 0204 553 7704 	Early writing skills training Handwriting training Independence skills training Website HV clinics OTs that sit in ECASS, EASA, EYSI services OT Hotline: Third Thursday of every month: 9am-5pm (phone line shuts at 5pm) Call 0208 702 5630 or email behtr.otgroups@nhs.net to book a timeslot in advance giving the best number to call you on. They will then call you on the day at the time booked. Alternatively, phone 0208 702 5630 on the day and ask to speak to the OT covering the hotline	Arts and Crafts Group Self-Care parent/carer Group Running club Football Club Beyond behaviours and mindful mealtime- Joint parents/ carers training with psychology and SLT Autism; Training, Links and Support (ATLAS) parent training - joint with other allied health professionals Discharge drop-in clinic SENCO drop-in clinics OTs within Russet/ Durants/Waverley and West Lea schools	Advice and consultation pathway (maximum of 4 sessions) Complex pathway e.g. Constraint Induced Movement (CIMT) and bimanual therapy, post Botox treatment, home equipment for under 5s, specialist seating for school Motor coordination pathway joint with Physiotherapy and paediatrician Splinting clinics Seating clinics CO-OP (cognitive orientation to Occupational performance) individual and group SEN Service OT OTs within Russet/ Durants/Waverley and West Lea schools

Local Authority/Health Agency and Contact Details	Universal	Targeted	Specialist
Physiotherapy Service 020 4553 5694 	Reasonable adjustments made by school or school staff to enable maximal functional participation in all aspects of school life e.g. consideration for: Fire evacuation procedures Specialist transport requirements Manual handling training needs for school staff Environmental requirements – e.g. level access, lift access Storage of any equipment	Implementation of physical activity/ exercise/postural management programme which has been taught to school staff, that school staff help to implement – usually activities are integrated into the school routine as much as possible to encourage inclusion. Adaptation to the school physical curriculum with using advice from the physiotherapist e.g. practice standing activities School staff will be taught how to safely facilitate a child to use a standing frame.	Physiotherapy provision outlined in EHCPs for CYP This may include: 1:1 visits / assessments / review /intervention / meetings Creation and adaptation of exercise/activity programmes, and teaching to school staff Physio specific advice to school staff Recommendation of any physiotherapy equipment needed for school – e.g. standing or walking frames. Management of orthotics and any other specialist equipment Attendance to annual review meetings Completion of any reports needed. Liaison with other professionals as needed. Referrals to other health services/ professional as indicated

Local Authority/Health Agency and Contact Details	Universal	Targeted	Specialist
Child and Adolescent Mental Health Service beh-tr.enfieldcamhs@nhs.net	My Young Mind Enfield (MYME) offer early intervention and prevention through: • Whole school approaches and psychoeducation to prevent mental health difficulties • Promoting increased awareness of mental health and aim to reduce stigma • Evidence based intervention support and guided self help • Working collaboratively with schools, NHS, Local Authority and the voluntary sector • Working collaboratively with CYP and their parents	BEH CAMHS Single Point of Access is the single point of referral for children and young people from professionals BEH CAMHS 0 – 5 is a multi-disciplinary service that work with parents/carers and babies/young children where parents have concerns over their children's temperaments or present with behaviours that challenge Generic CAMHS (including neurodevelopmental disorders) provide assessment and therapy for CYP with behaviour or emotional difficulties and their families in consultation with other professionals Service for Adolescents and Families in Enfield (SAFE) offer mental health support for young people aged 13 – 18 and their families. A range of intervention and support is offered to young people who experience overwhelming stresses and difficulties Health, Education, Access and Resource Team (HEART) offer diagnostic mental health assessments, a range of treatments and consultations for looked after children and care leavers CAMHS Dialectical Behavioural Therapy for young people aged 13 – 17 experiencing a wide variety of emotional difficulties, stresses and problems	

Local Authority/Health Agency and Contact Details	Universal	Targeted	Specialist
Health Visiting Service (under 5s) 020 3988 7300 	Healthy child clinics on weekdays at different children's centre and library locations Telephone contact for advice and guidance Individual contacts offered: 28 - 32 weeks in pregnancy 10 -14 days after baby's birth 6 - 8 weeks after baby's birth 8 -12 months developmental review 2 - 2.5 years developmental review		

Local Authority/Health Agency and Contact Details	Universal	Targeted	Specialist
School Nursing Service 020 3988 7300	Duty service – telephone advice and guidance for schools parents/carers and young people Training on asthma and the administration of medication for epilepsy and anaphylaxis Secondary school health drop ins providing information and guidance to students Health promotion and health education National Child Measurement Programme – height and weight measurements for eligible children in primary school	Referrals to other agencies e.g. Dietitians and signpost families to specialist organisations to support with any specific health concerns including the family GP	Health needs assessments for children and young people referred to the service Advice and support for schools and families with student care plans
Special School Outreach Services See flyer below for contact details	Emotionally based school non-attendance multi-agency drop-ins Specific Learning Difficulties (dyslexia and dyscalculia)	Supporting inclusion and curriculum access for pupils with Complex Needs in primary and secondary Care and practical management of pupils with Complex Needs Increasing attendance and inclusion of pupils with Complex Needs in Primary and Early Years	Positive Behaviour Support (PBS) for Specially Resourced Provisions (SRPs) and Designated Units (Units) Attendance Support Unit Home Hospital Medical Tuition Service Increasing attendance and inclusion of pupils with SEMH who have EHCPs Training for Specially Resourced Provisions (SRPs) and Designated Units (Units) Teacher of the Deaf outreach support for Deaf Resource Bases (DRBs)

Local Authority/Health Agency and Contact Details	Universal	Targeted	Specialist
Learning in Harmony Trust fses-enquiries@lihtrust.uk 0208 498 4250 (Option 3)	Training and workshops to raise awareness about vision impairment and how best to support CYP with a vision impairment Environmental audits of educational settings to make recommendations on adaptations needed to the physical environment	Advice to educational settings, which could include using large print books and Braille materials Supporting parents with pre-school children at home, which could include advice on creating a sensory environment at home and which toys are suitable for younger children	Qualified Teachers of the Vision Impaired provide: • Assessment of how a child is managing their vision impairment and how they might best be supported to achieve best outcomes • Appropriate support following assessment and monitoring of progress, including advice on how to access the curriculum and exams Habilitation Specialist provides: • Orientation and mobility training, encouraging CYP to independently and safely move and explore their environments, engaging in road safety training, long cane training and public transportation use IT Manager provides: • Advice on technology and how this can help – including assessment, recommendations and training on suitable software and hardware

Local Authority/Health Agency and Contact Details	Universal	Targeted	Specialist
Haringey and Enfield Sensory Support Service (Deafness) Sensorysupport@haringey.gov.uk 	Training on deaf awareness and deaf friendly teaching	Fortnightly toddler group for pre-school deaf children and parents/carers Monthly deaf youth club Visits to homes, settings and schools in accordance with the national eligibility criteria from National Sensory Impairment Partnership (NATSiP)	Advice from Qualified Teachers of Deaf on understanding deafness and its impact, language and communication development (including British Sign Language if needed), social inclusion, deaf identity, exam modifications, assistive technology and acoustic environments Deaf instructor to promote deaf identity and early interaction skills Set up, monitoring and technological support for assistive listening devices e.g. radio aids Liaison with multi-agencies e.g. Audiology, SEN, SALT and EPS
SENDIASS sendiassenfield@centre404.org.uk 	Access to free, impartial and confidential advice, information and support for families with CYP with SEND Information regarding the local offer, local policy and SEN/ disability law from independently trained staff Signposting CYP and parents to alternative and additional sources of local and national information, advice and support	Advice for parent/ carers, CYP on gathering, understanding and interpreting information and applying it to their own situation Information on the local authority's processes for resolving disagreements, its complaints procedures and means of redress	Individual casework and representation where needed including support in attending meetings, contributing to assessments and reviews and participating in decisions about outcomes for the CYP. Support for parents/ carers and young people in managing mediation and appeals to the SEND Tribunal. Personalising personal budgets

Local Authority/Health Agency and Contact Details	Universal	Targeted	Specialist
Joint Service for Disabled Children/Cheviots cheviots@enfield.gov.uk	Supports and promotes opportunities for disabled children and their families. Works with the Our Voice parent forum and other voluntary organisations Includes Enfield community services, the Early Intervention Support Service and Cheviots children's disability service Services that Cheviots offer: • listening to disabled children, acting on their views, and providing them with choices • supporting disabled children and their families to take part in and enjoy	Social workers, short breaks and family support workers assess children and provide support and services to families Cheviots help families with disabled children under 17 get the support they need to live ordinary family lives Children and young people who receive short breaks directly from Cheviots will not receive a short breaks grant Cheviots can support families with Positive Behaviour Support for pupils with SEND	Needs assessments: Some families need more support and short break services than others due to the impact of their child's complex disability and family situation. Families who need more support will be assessed further. You can request an assessment or review at any time by emailing cheviots@enfield.gov.uk

Enfield Special Schools in association with ENFIELD Council

Outreach Package	How to refer
Emotionally based School Non-Attendance for primary and secondary	Complete the request for involvement form and email it to: Smeeta.Modasia@enfield.gov.uk
Care and management of pupils with complex needs (manual handling and personal care)	Email: l.bennett@waverley-sch.co.uk
Assessment, screening and intervention (not diagnosis) for Specific Learning Difficulties (dyslexia)	Email: rmorais1.308@oaktreeschool.org.uk
Increasing attendance and inclusion of pupils with complex needs where presentation is resulting in reduced timetables, particularly in the Early Years	Email: l.bennett@waverley-sch.co.uk
Increasing attendance and inclusion of pupils with SEMH who have EHCPs	Complete the request for involvement form and email it to: Smeeta.Modasia@enfield.gov.uk
Supporting inclusion and curriculum access for pupils with complex needs in primary and secondary	Email: rmorais1.308@oaktreeschool.org.uk Email: l.bennett@waverley-sch.co.uk
Attendance Support Unit: ○ Emotionally Based School Non-Attendance Provision for secondary pupils ○ Medical Home Tuition	Email: Tuition-ASUreferrals@westleaschool.co.uk

Local Authority/Health Agency and Contact Details	Universal	Targeted	Specialist
Children's Centres/Family Hubs enquiries@ccenfield.org 	Enfield Children's Centre provides opportunities for families with children under 5, to learn, develop and have fun Families can attend free courses and sessions Access to a wide range of services and support for families with young children at various locations across the Borough		

Local Authority/Health Agency and Contact Details	Universal	Targeted	Specialist
Family Hubs Contact details for each Hub are available on the website link 	Families can get help and services for children and young people from pregnancy up to age 19 (or 25 for those with special needs): Help with early education, childcare, and child development Health and wellbeing advice Parenting programs and one-on-one family support Activities for children under 5, like baby groups and Stay and Play sessions Antenatal and postnatal classes, breastfeeding, and infant feeding support Information on benefits, housing, and cost of living support Help with employment, education, and training opportunities	Referrals to specialist services	Speech and language support and developmental reviews Specialised support for families with children with special needs

Local Authority/Health Agency and Contact Details	Universal	Targeted	Specialist
Virtual School for children in care, children previously in care and children with a social worker virtualschool@enfield.gov.uk 	Provide advice and guidance on the educational responsibilities for children in care, including admissions, attendance, suspensions, permanent exclusions and achievements Provide advice on specific issues that relate to developmental, learning, social, emotional and behaviour needs Provide training for school staff, kinship carers, special guardians and adoptive parents	Access to CAMHS: Clinical lead, Clinical Psychologist Consultant Psychologist Child Psychotherapist 18+ CAMHS therapist CAMHS therapist focused on work with foster carers Access to other specialists: Speech and Language Therapist Advisory Teachers Attendance Caseworker Educational Psychologist Engagement and Participation Officer Education Co-ordinator	
GPs Find a GP 			Primary Health Concerns Prescribing medication Referrals to Health services for Health-related concerns Referrals to CAMHS

5. The identification of special educational needs

5.1 Children and young people may arrive in school with Education, Health and Care Plans, identified Special Educational Needs at Special Educational Needs Support or with no identified Special Educational Needs. The table below shows the journey commencing with no identified SEN to children and young people with statutory support through an EHCP. The information includes the type of provision that is likely to be offered at different points and the assessments and monitoring approaches used.

No identified SEN	Possible SEN	SEN Support	EHCP
Ordinarily Available Provision (OAP)		OAP and SEN Support Interventions	OAP and Special Educational Provision (SEP)
School assessments	Regular monitoring	At least termly Assess, Plan, Do, Review	

5.2 SENCOs use the following information to support them in identifying SEN Support requirements

- Parent/Carer concerns
- Teacher concerns
- Tracking/pupil progress data
- Screening tools
- Observations of behavioural presentation and interactions
- Documentation from another setting or from a professional

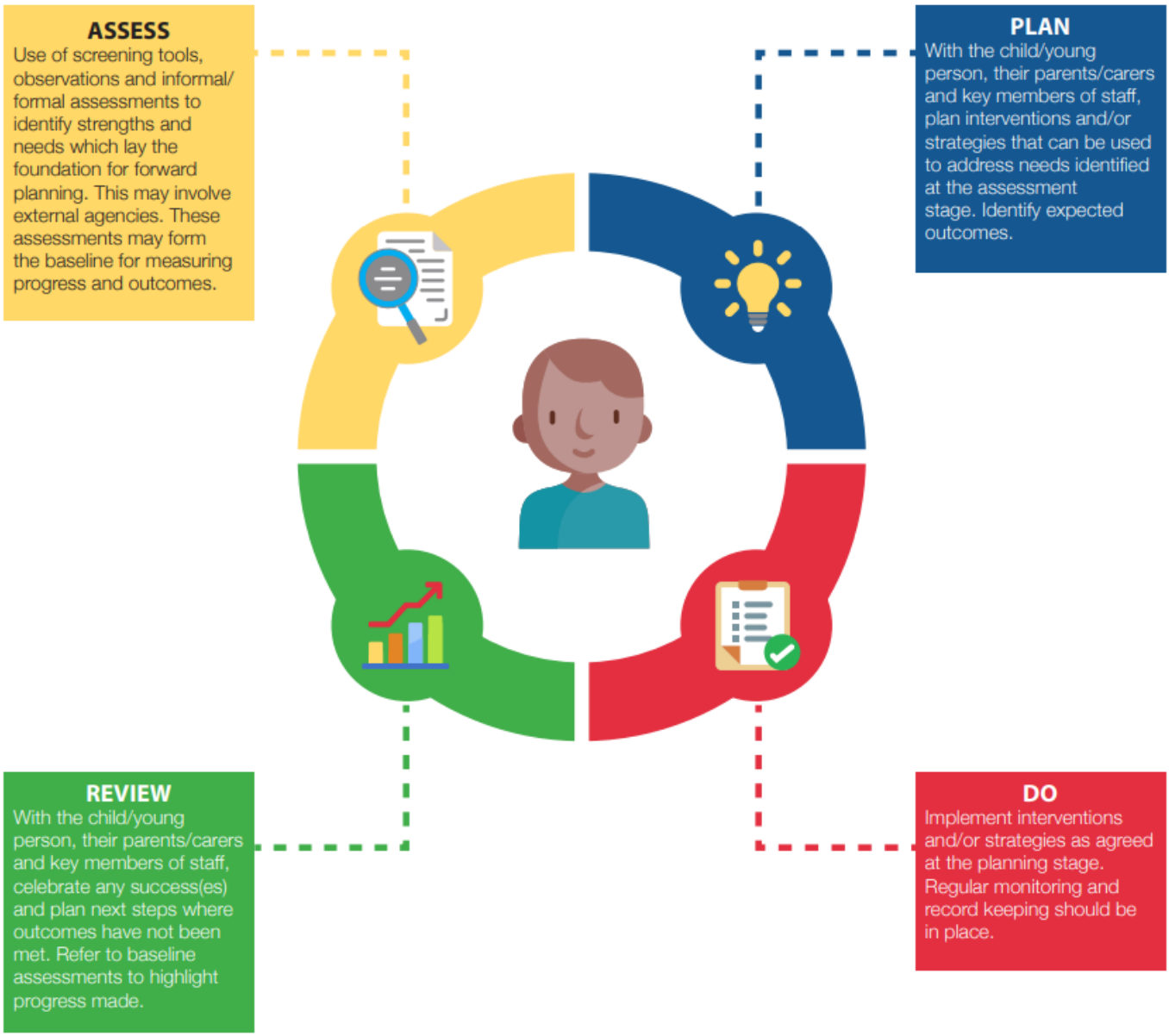
5.3 The purpose of SEN support is to minimise the impact of a pupil's special educational need and to help develop their educational and social skills. The range of support that schools put in place to meet these needs can include extra help from a teacher or teaching assistant, help taking part in class activities, extra encouragement in their learning, help communicating with other children, or support with physical or personal care difficulties.

6. The graduated approach and good practice for SEN Support

6.1 When a child or young person's needs are identified and they require SEN Support, these needs are met through the assess, plan, do, review (APDR) cycle. This is used to regularly review support and allows staff to evaluate what teaching approaches and support works best for the child or young person, ensuring that they can be included and make progress within the curriculum.

6.2 Where expected progress is not seen at the review stage, increasing specialist expertise should be sought for the subsequent cycle. This is known as the Graduated Approach (SEN Code of Practice, 2015 p100). This process will be shared with parents/carers through termly school support plans (e.g. Individual Education Plans or Learning Support Plans).

The Graduated Approach (APDR)



6.3 Good practice for SEN Support is underpinned by high quality teaching so that they are included in all lessons. There should be meaningful engagement with parents/carers and pupils as part of the APDR cycle and external agencies should be consulted to provide specialist knowledge and expertise. Discussions with parents/carers and external agencies where appropriate should take place through Team around the Child/Family meetings and parent/carers should have the opportunity to share their concerns about their child. Close monitoring of progress and attainment should take place to establish whether the attainment gap between the pupil and their peers is increasing or decreasing and pupils' progress in relation to their starting points should be carefully considered.

7. Requesting an Education, Health and Care Needs Assessment (EHCNA)

7.1 The Education, Health and Care Needs Assessment (EHCNA) request is used to ask the Local Authority for a statutory assessment process to be undertaken. The process is used to understand a child or young person's special educational needs and provision that may be required to meet their needs.

7.2 An EHCNA is requested when the education setting and/or parent/carer have identified that the child or young person is not making age-appropriate progress despite accessing the universal offer and what is ordinarily available in mainstream settings. A diagnosis is not a requirement for a needs assessment to be agreed or for an EHCP to be issued as Enfield is a needs-led borough and all requests are considered based on the presenting need of the child or young person. According to the SEND Code of Practice 2015 Education, Health and Care needs assessment requests should be for the minority of children or young people

7.3 When completing a request, the applicant (education setting, parent/carer or young person) should:

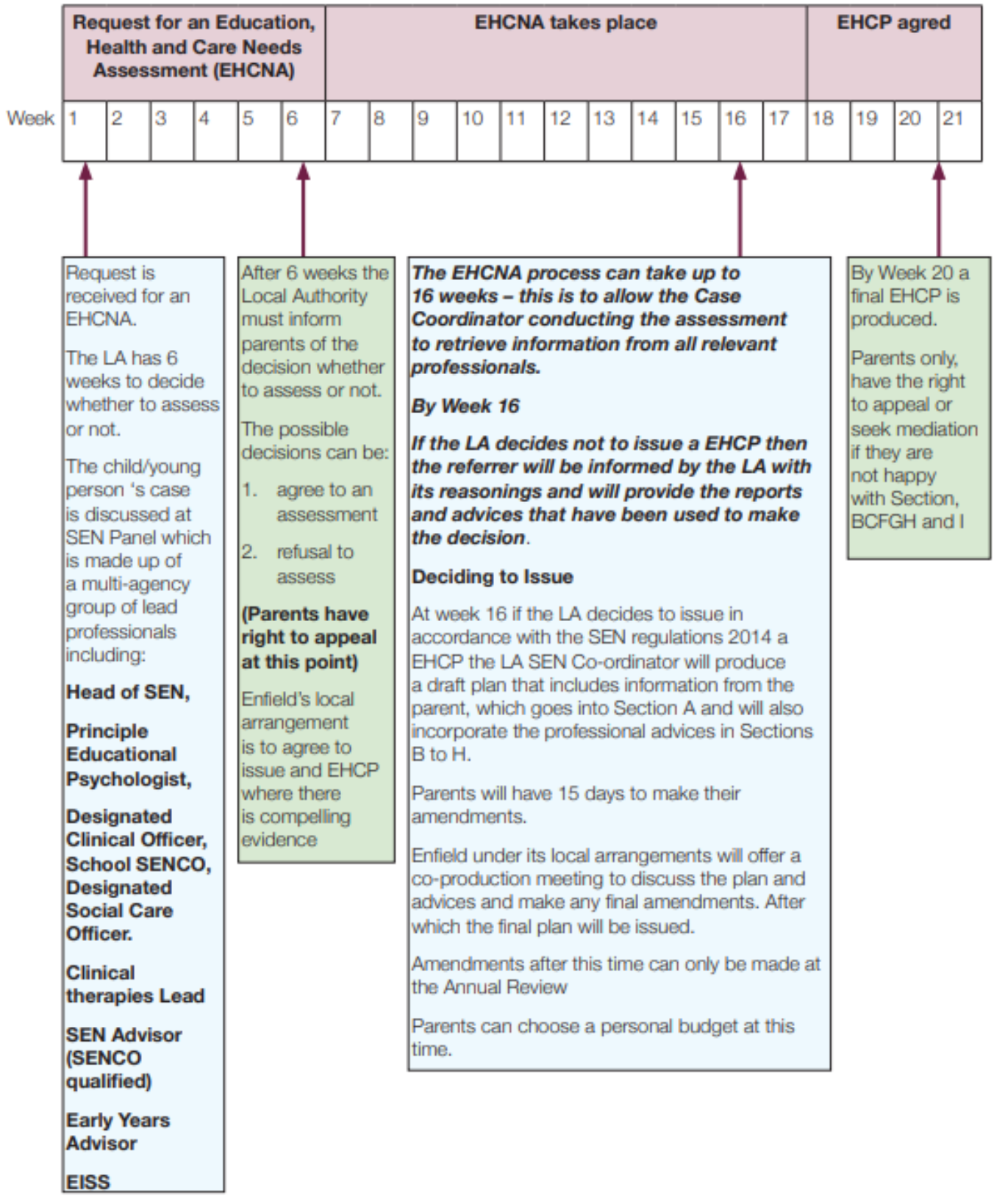
- Ensure that the child or young person's SEN are succinctly set out
- Demonstrate that the Universal Offer has been exhausted
- Evidence that the Graduated Approach has been implemented using the advice of professionals and reviewed over at least 2 Assess, Plan, Do, Review cycles
- Include professional reports and recommendations (within the last 12-18 months)
- Attach diagnosis and/or medical reports
- Include a costed provision map
- Ensure that attainment levels in relation to peers are clearly set out. All schools have different systems, so ensure that the assessment methodology is explained so that it can be understood by relevant LA panels who may not fully understand the school's assessment system in detail. Please do not use the term working towards without fully explaining what year group/age range the child or young person's knowledge and skills are equivalent to
- Fill in all relevant paperwork or state Not Applicable. Please do not leave empty spaces on the form
- Please do not cut and paste from professional reports or support plans as these will be reviewed separately by LA panels
- Please do not include copies of referrals sent to individual services.

7.4 Reasons why EHCNA requests are declined at SEN Panel include:

- SEN and provision required can be met through Ordinarily Available Provision and Reasonable Adjustments
- No evidence of SEN (other needs e.g. medical and/or social care may be present)

8. The Statutory Assessment Process

8.1 The figure below shows the timeline of the 20 week statutory process.



9. The SEN Panel

9.1. The SEN panel is a multi-agency panel and it meets weekly on Tuesday mornings throughout the year to review the EHCNA requests and accompanying evidence. The SEN Panel adheres to the SEN Code of Practice in its decision making. Below are some useful extracts from 9.14 – 9.15 and 9.53 – 9.56 for easy reference:

"In considering whether an EHC needs assessment is necessary, the local authority should consider whether there is evidence that despite the early years provider, school or post-16 institution having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child or young person has not made expected progress. To inform their decision the local authority will need to take into account a wide range of evidence" (SEN Code of Practice, 9.14).

"Where, in the light of an EHC needs assessment, it is necessary for special educational provision to be made in accordance with an EHC plan, the local authority must prepare a plan. Where a local authority decides it is necessary to issue an EHC plan, it must notify the child's parent or the young person and give the reasons for its decision" (SEN Code of Practice, 9.53).

"In deciding whether to make special educational provision in accordance with an EHC plan, the local authority should consider all the information gathered during the EHC needs assessment and set it alongside that available to the local authority prior to the assessment. Local authorities should consider both the child or young person's SEN and the special educational provision made for the child or young person" (SEN Code of Practice, 9.54).

9.2 The purpose of the panel is to make certain that the child or young person meets the criteria of having a special educational need that impacts on their ability to learn and make progress in an education setting. In some cases where the evidence presented as part of the EHCNA clearly shows that the child or young person has Special Educational Needs or a Disability that requires specialist provision through an Education, Health and Care Plan, e.g. a complex medical condition such as Cerebral Palsy with global developmental delay, the panel will mostly make the decision to issue an EHCP at the assessment stage where there is evidence to support the decision.

9.3 The SEN Service receive high volumes of EHCNA requests and to manage these efficiently, there is a three-step process in place:

i. EHCNA requests are received through the SEN inbox and filtered using a checklist by administrative staff to ensure essential information has been included e.g. evidence of the Graduated Approach, provision maps signaturesattainment levels that demonstrate the child or young person is performing significantly lowerthan their peers. .

Requests with insufficient information are returned at this point to the sender with advice on what is missing so that this can be included before the case can be considered at SEN Panel.

ii. SEN Service Team Managers review all requests and decide whether or not an assessment should be agreed. For requests where the team leaders are unclear or judge that there is not sufficient evidence of SEN, requests are categorised as no to assess and are forwarded on to SEN Panel for further multi-agency deliberation.

iii. The panel reviews agreed decisions, ratifies these decisions and makes recommendations to issue an EHCP or not after the Statutory Assessment has been completed.

9.4 At the SEN Panel meeting, the agenda follows the format outlined below:

1. Consideration of Decision whether to issue an EHCP Following Statutory Needs Assessment

2. Consideration of applications for Statutory Needs Assessment

2a. Full discussion of cases turned down at pre panel

2b. Full discussion of cases agreed at pre panel and decision of whether to issue is needed

3. Decision to review additional support following school request

4. Re-assessments for full consideration

5. Cases agreed at pre panel

6. Out of panel decisions for reporting

7. Tribunal Decisions for Reporting

8. Moved into borough cases for reporting

9. Moved out of borough cases for reporting

10. Section 23 Notices

School representatives, especially new SENCOs are encouraged to attend and contribute to SEN Panel as this is good professional development for SENCOs/Headteachers, it gives the Local Authority a school viewpoint and allows SENCOs/Headteachers to see the transparency of the decision-making process. If you would like to attend SEN Panel please contact EHCPrequests@enfield.gov.uk.

10. Education, Health and Care Plans (EHCPs)

10.1 An EHCP is a legal document that describes a child or young person's Special Educational Needs, the extra support a child or young person will receive to meet those needs and the provision set out in Sections E and F of the EHCP.

10.2 Co-production is a key part of inclusion and we want our children and young people to contribute to and own their EHCPS. The needs of the individual child and young person should sit at the heart of the assessment and planning process. Planning should start with the individual and local authorities must have regard to the views, wishes and feelings of the child, child's parent or young person, their aspirations, the outcomes they wish to seek and the support they need to achieve them. It should enable children, young people and parents to have more control over decisions about their support including the use of a Personal Budget for those with an EHCP.

10.3 Further information about EHCPs can be found here.

11. EHCP Annual Review

11.1 EHCPs should be actively used to monitor progress towards the outcomes and longer-term aspirations of the child/young person they are written for. The outcomes must be reviewed at least annually. This review should also consider whether the outcomes remain appropriate and if the identified provision continues to be effective.

11.2 The Annual Review meeting must focus on:

i. the child or young person's progress towards achieving the outcomes specified in the EHCP

ii. what changes might need to be made to the support that is provided to help them achieve those outcomes

iii. whether changes are needed to the outcomes themselves. Children, parents/carers and young people must be supported to engage fully in the review meeting and the resulting document must be written simply and clearly using their words and language.

iv. Preparing for Adulthood (PfA), including employment, health independent living and participation in society.

11.3 The SEND Code of Practice advises that "EHC plans are not expected to be amended on a very frequent basis". Therefore, we will only usually amend EHCPs in very specific circumstances such as:

- The child or young person is approaching a phase transfer, such as:

  i. Primary to Secondary: EHCP must be amended by 15 February of the year of transfer

  ii. Secondary to Post-16: EHCP must be amended by 31 March of the year of transfer.

Or

- There is a significant change in needs, such as:

  i. New diagnoses (with medical evidence or a professional report).

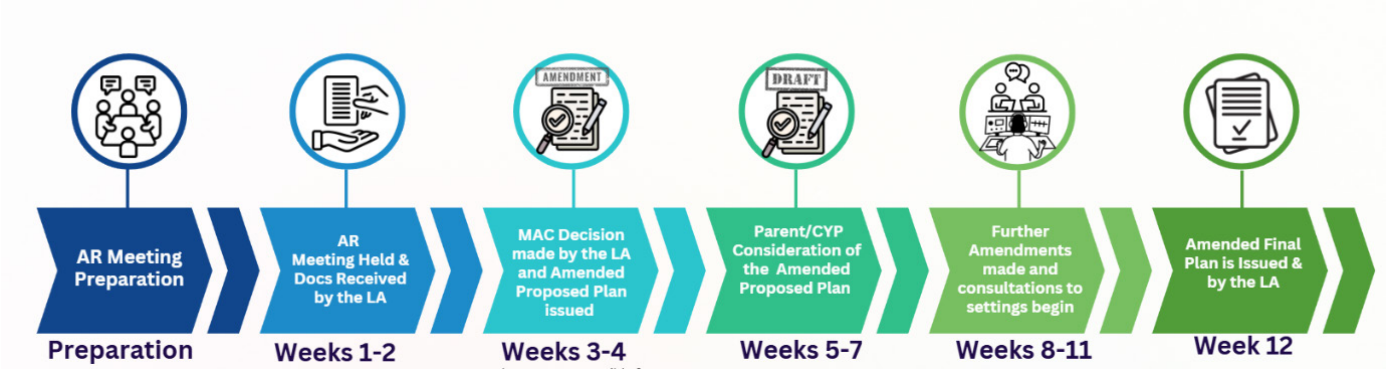
  ii. A change in the type or level of support required.

  iii. A change in educational placement or setting.

  iv. The Annual Review identifies that the current EHCP is no longer suitable

The Track Changes function in Microsoft Word should only be used for plans that require amendments, as described above.

11.4 The 12 week Annual Review Process



At least 2 weeks before the meeting, Annual Review invitations must be sent to:

1. Parent/carer or young person
2. EY provider, headteacher or principal
3. Enfield SEN
4. Health care professional (where relevant)
5. Enfield Social Care (where relevant)
6. Any other individuals or professionals relevant to the review

11.5 All Annual Reviews taking place from Year 9 onwards must include a focus on Preparing for Adulthood (PfA), including employment, health, independent living and participation in society. This transition planning must be built into the EHCP and where relevant should include effective planning for young people moving from children to adult care and health services. It is particularly important in these reviews to seek and to record the views, wishes and feelings of the child or young person.

11.6 All young people with SEN from Year 9 onwards should have access to a Careers Advisor as part of their next steps.

11.7 When the young person reaches the age of 16 and it is felt that they are likely to meet the Care Act criteria, an Early Notification Form (ENF). The ENF should be completed in partnership with parents/carers and the young person and can be requested from transition@enfield.gov.uk.

11.8 Further information on Annual Reviews can be found here.

12. Placements

12.1 The Government, as part of its commitment set out in the Children and Families Act 2014 and within the Equality Act 2010, states that children and young people have the right to mainstream education.

12.2 Parents and Carers have the right to request a school or type of school to be named in Section I of their child's Education, Health and Care Plan (EHCP). Please see paragraph 9.78 of the SEND Code of Practice 2015. However, a school may consider that they are unable to meet the needs of the child or young person and they will set out their reasons outlining why the school is unsuitable for the age, ability, aptitude or SEN of the child or young person; why the attendance of the child or young person would be incompatible with the provision of efficient education of others or the efficient use of resources.

12.3 The Local Authority may challenge these reasons and direct a school to admit a child or young person if they do not meet the legal test for parent preference. (Children and Families Act, 2014. Section 39).

12.4 Enfield has different types of placements where children and young people are educated. These include mainstream, Specially Resourced Provisions (SRPs) within mainstream, Designated Units (Units) within mainstream, satellite provisions belonging to special schools, special schools, elective home education (EHE) and education other than at school/college (EOTAS/C).

12.5 Further details about admissions criteria for SRPs, Units, satellite provisions and special schools can be found in the Local Authority's Admissions Guidance.

12.6 Further details about EHE and EOTAS/C can be found in the respective guidance publications.

13. SEN Service Panels

14.1 There are a range of SEN Service Panels have that enable it to fulfil its statutory duties. The Service currently has the panels set out in the table below:

Name of Panel	Day of Meeting	Purpose	Chair	**Representatives**	**Appeal Process**
SENIF for 2,3 and 4 year olds	Regular meetings (details on the Informed Families website)	To consider applications for SENIF	EY SEN Team Manager	SEYIS, EY SEND Team, EP, EISS, School Representative on a rota basis	Settings have the right to appeal via the SENIF panel
Placement and Provision Panel (PPP)	Monday	To primarily consider requests for change and type of placement e.g. mainstream, special school, independent, Elective Home Education, Education Other Than At School/College (EOTAS/C), Personal Budgets, increases in funding, directing schools to admit, and ceasing EHCPs.	SEN Service Manager	School Representatives, SEN Advisor, Designated Clinical Officer (as required), Designated Social Care Officer (as required), Tribunal Officer, SEN Team Manager, Senior SEN Broker (as required)	Parent/Carers have right of appeal to Mediation or First Tier Tribunal for section I of the plan
SEN Panel	Tuesday	To consider decisions to issue EHCPs using evidence statutory needs assessments, reassessment requests and additional funding requests	Head of SEN/ SEN Service Manager	Designated Clinical Officer/ Health Representative, Senior EP, Designated Social Care Officer, School Representative, Representative from EISS/EY SEN Manager, SEN Advisor, ECASS Representative	Parents/ Carers have right to Mediation and First Tier Tribunal

Name of Panel	Day of Meeting	Purpose	Chair	**Representatives**	**Appeal Process**
SEN Assessment Panel	Friday	To consider applications for EHC Needs Assessment from schools/ settings, parents/carers and young people	Head of SEN/ SEN Service Manager	SEN Advisor, SEN Team Manager, Deputy SEN Service Manager, Designated Social Care Officer (as required)	Parents/ Carers have right to Mediation and First Tier Tribunal

14. Enfield funding

15.1 The table below explains Element 1, 2 and 3 funding and gives examples of what costs are categorised under each element.

Element 1	The Age Weighted Pupil Unit (AWPU) pays for the basic costs for every child in the school regardless of any SEND. It usually covers staffing and premises costs. This element also includes Pupil Premium for Looked After Children and those eligible for free school meals.	e.g. • Class teacher • SENCO • Standard equipment • Examination entries • Monitoring of attendance • Monitoring of progress against targets and achievement • Transport costs across multi sites • Delivery of curriculum offer, set/mark classwork and homework, prepare for examinations/assessments • Provision available for all pupils e.g. welfare, pastoral and enrichment • Work experience programme • Transition support • Universal services and training • Visits/ trips including residential • Ordinarily Available Provision • Referral to other support services
Element 2	Additional funding (up to £6000 per CYP) for CYP with SEND (both EHCP and SEN Support) to make provision to meet their needs. This money is known as the Notional SEN budget. For each CYP in the school with an EHCP this notional budget is used to fund the first £6000 of the cost of the EHCP.	e.g. • Support staff working with CYP with SEND within the classroom • Support staff delivering interventions for CYP with SEND • Adaptations within the Accessibility Plan • Care Plan for medical needs • Risk assessments • Enhanced transition support • Individualised support • Lunchtime/breaktime support including access to a low arousal environment • Mentoring/ counselling • Positive Behaviour Support (PBS) Plans • Individual Education Plans or equivalent • Enhanced work experience support • Enhanced support for school visits/residential • External agency support and assessments purchased by the school • Enabling technologies and equipment • Material adaptations • Bespoke support e.g. travel training • Personal Care provision

Element 3	The High Needs Block (sometimes referred to as "top up funding"). This is the money paid by the Local Authority (maintained)/Department for Education (academies), in addition to the element 1 and element 2 funding to fund the provision needed for individual CYPs with EHCPs.	e.g. • Special Educational Provision on EHCP • Physiotherapy, Occupational Therapy and Speech and Language Therapy on EHCP (LA commissioned) • Personalised equipment costs relating to SEND • Support staff working with CYP with SEND for longer proportions of the school day

15.2 A costed provision map can be used to show how funding from Elements 2 and 3 is being utilised to support a child or young person with SEND.

15. Using EHCP funding

16.1 Schools receive funding via a national formula. The first £6000 of support for children and young people with SEND comes from the school's budget. Top-up funding is provided by the Local Authority based on the EHCP.

16.2 This top-up funding along with the first £6000 must be used to deliver the support and interventions outlined in the EHCP. This enhances the Ordinarily Available Provision in Enfield schools.

16.3 Some EHCPs are funded by hours and others by a banding system (especially new or EHCPs at transition points). Refer to Enfield SEND Banding Descriptors for details about the funding bands.

16.4 Funding should be used creatively instead of routinely assigning a 1:1 teaching assistant/learning support assistant (TA/LSA). This could include staff training, specialist teaching, or educational resources. The funding should be allocated to ensure all of the provision in the EHCP is fulfilled.

16.5 1:1 support is generally not necessary for most pupils. It may be appropriate for pupils with high physical, attachment, or safeguarding needs. Consistent relationships with one or two staff may be beneficial for some pupils who need to go back to a dependent relationship before they are able to develop independence.

16.6 Schools should promote independence and must support Preparation for Adulthood outcomes (Employment, Independent Living, Community Inclusion and Health) from Early Years onward e.g. dressing, toileting and language development.

16.7 The landmark study on the Deployment and Impact of Support Staff by Blatchford et al. (2009) found that that the more individualised support a child or young person was given by a TA/LSA, the more likely it was that they would not make as much academic progress as someone similar with little or no support. This was not due to the quality of the TA/LSA but the way in which TAs/LSAs were deployed by schools, their practice and preparedness.

16.8 The study also found that pupils with lower attainment often spend more time with TAs/LSAs than teachers, leading to reduced teacher interaction and curriculum access.

16.9 When TAs/LSAs are trained and guided for specific interventions (especially in literacy/numeracy), they can significantly improve pupil progress—up to 50% in small group settings.

16.10 Models of TA/LSA Support:

1:1 Support ('Velcro' Model) - offers security and reassurance but can hinder independence and teacher interaction.

Attuned Support ('Helicopter/Elastic' Model) - encourages independence while providing support whenneeded. TAs/LSAs help pupils plan, regulate and engage with tasks, returning as needed. Staff working with children with social, emotional and mental health needs should offer safe, relationship-based care, interpreting emotional signals and responding with attuned support. Conflict resolution and relationship-building skills can be fostered through restorative practices. Positive Behaviour Support Plans and a trauma-informed approach to positive handling e.g. PRICE should be integrated into the school's provision.

16.11 TAs/LSAs need time, resources and access to teacher planning to prepare pupils for independent learning.

16.12 Schools must use EHCP funding to deliver the specified provision and achieve individual outcomes. Clear lines of communication with parents about funding should be established to reassure parents/carers that the funding allocated on the EHCP is being used to achieve their child's outcomes and that all provision outlined on the EHCP is in place to support with this.

16.13 Progress against outcomes is reviewed through the Annual Review process and is reported to the Local Authority.

16. Managing complaints

17.1 Parents/carers of pupils with SEND may complain to SENCOs/Headteachers when they feel frustrated that their child is not getting the support they think they need. The Parent/Carer Ordinarily Available Provision may be a useful resource to facilitate discussions with parents/carers about what strategies and/or SEN Support interventions can be implemented to support their child.

17.2 Maintaining good lines of communication including clearly outlining actions that the school will take and when there will be feedback to parents/carers can often alleviate anxiety and prevent concerns escalating.

17.3 If concerns persist, parent/carers may follow the school's complaints procedure or liaise with the Local Authority if the child or young person has an EHCP. At this point, schools may seek further advice on how to manage the complaint from LA services or direct parents/carers to SENDIASS.

17. Transition

18.1 Children and young people experience many transitions during both their time in education and in their lifetimes. In education, they move from nursery to reception, primary to secondary school, school to college and employment or to adult social care support. All pupils benefit from considered, positive transitions.

18.2 Stronger transitional experiences are more likely to be achieved through partnership working: services working collaboratively with schools; young people and their families. In Enfield, we aim to create a clear pathway through these periods of change and to adopt a consistent approach, with our schools and families being part of the conversation.

18.3 There are two transitions policies and guidance which include relevant forms, timelines and protocols for transitions:

Transitions Policy and Guidance for Educational Settings: Transition to Reception

Transitions Policy and Guidance for Educational Settings: Primary to Secondary

www.enfield.gov.uk

ENFIELD Council