

SEN Handbook for Schools

Academic Year 2023/2024



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Vision for Inclusion

In Enfield, we value inclusion and give children and young people and their families the right to mainstream education. Research shows that children and young people in mainstream settings with special educational needs and disabilities (SEND) thrive when fully included. Wilson (2006) states that “a move to inclusion should be towards establishing an education system that provides for the needs of all, rather than accepting that separating special and mainstream provision meets the needs of children” (Ainscow, 1997; DRC, 2005)

Enfield would like to see every school in the borough have some form of bespoke Inclusion offer, be it:

- Nurture Groups
- Additional Resource Provisions
- Units
- Deaf Resource Bases
- Social Emotional Mental Health (SEMH) provision



Introduction

This Handbook has been devised to support schools in navigating the Special Educational Needs (SEN) system which includes the:

1. Statutory SEN services
2. Transition from Early Years
3. Universal Offer
4. SEND Partnership Inclusion Offer
5. Speech and Language Offer in Enfield
6. The Graduated Response (and Assess, Plan, Do, Review (APDR) Cycle)
7. Requesting an Education, Health and Care Plan: EHCNA
8. EHCP Annual Reviews
9. SEN Panels
10. Attuned Support
11. Progression and Outcomes
12. Pupil Case Studies
12. SEND Code of Practice and legislation
13. Interested in having ARP, Unit or Inclusion Hub?
14. Who to contact?

SEN Services

The SEND service in Enfield includes:

- Statutory SEN Team
- The Early Years SEND Team
- SEN Advisor
- Enfield Communication Support Service (ECASS)
- Educational Psychology Service (EPS)
- Enfield Advisory Service for Autism (EASA)
- Strengthening Wellbeing, Emotional health, Relationships and Readiness for Learning (SWERRL – previously known as the Primary Behaviour Support Service)
- Secondary Behaviour Support Service (SBSS) and NEXUS
- Special Schools Outreach Support
- Senior School Improvement Advisor for Safeguarding & Inclusion
- Health Services

SEN Services

The Statutory SEN Service provides a statutory function to support settings where an Education, Health and Care, Needs Assessment is required and a subsequent Education, Health and Care Plan (EHCP) is issued. The SEN service then administers the EHCP through the Annual Review Process, as well as Maintaining, Amending or Ceasing the EHCP.

This service only supports children and young people who are subject to Education, Health and Care Plans

Early Years SEND Team

The Early Years SEND Team provides support to practitioners working with children from birth to 5 with SEND in Enfield EY settings. Assistance is offered by the multi-disciplinary team in the form of advice, central or bespoke training, networking, intervention models and consultation on matters relating to whole setting approaches, the leadership of SEND, the graduated response and practical strategies for children. The team contribute to the Special Educational Need Inclusion Fund (SENIF) process, through the fortnightly SENIF panel.

The EY SEND team offer includes:

1. Nurture Groups

Nurture Groups offer support to targeted KS1 pupils who have experienced relational trauma and have attachment difficulties. The groups follow Marjorie Boxall's evidenced- based model and are staffed by two trained adults in a homely learning environment within their mainstream school.

The placement is for up to 4 terms and the staff are supported and monitored by an experienced multi-disciplinary team. The groups offer a space for second chance learning and attachment aware practise to enable developmental gaps to be reduced and attainment to improve. The placement should also support children to better engage with their education as their confidence increases.

Staff in the groups are fully supported in their unique work by the EY SEND Team's programme of training, consultation, monitoring and audit. The impact of the groups is strong, with most pupils re-integrating into their mainstream class with little or no additional support in class post intervention.

2. Language and Social Skills -LASS

LASS groups are an established Enfield intervention for children across all phases with moderate speech, language and communication needs and delayed social skills.

The intervention consists of two weekly sessions for 12 weeks for 8 children, led by two members of school staff with the support of the multidisciplinary EY SEND Team to support communication and social skills development through a holistic approach.

The EY SEND team provide training, selection criteria, assessment tools, joint observations, peer network opportunities and data analysis to measure and ensure progress and plan for next steps.

LASSEY is an adapted version to meet the needs of younger children and includes an additional emphasis on physical development. There are a set of pre-planned sessions on offer that practitioners can use and then adapt to continue their LASSEY work as part of everyday practice for targeted children.

3. Tiger Teams and Tiger Cubs

Tiger Teams is a 12-week motor skills intervention for school-age children delivered by school staff. Tiger Teams support the development of both gross and fine motor skills through a physiotherapist designed

programme of activities. Circuits are tailored to children's needs as ascertained through initial and ongoing assessment. Staff are supported by the EY SEND Team's introductory training, intervention model, assessment and selection criteria.

Tiger Cubs is an adapted version of the Tiger Team to meet the needs of 3 and 4-year old children at Early Years phase. The programme has been developed by the EY SEND Team to support staff in delivering a 6-week structured programme which develops gross motor skills and enhances social skills. Once the programme has been completed, settings can continue to apply the Tiger Cubs principles to their practise.

SEN Advisor

The SEN Advisor supports schools and SENCOs with whole school approaches to inclusion and support for children with SEND. They may offer ad hoc advice, training and reviews/audits around inclusive practice as outlined in the [Ordinarily Available Provision](#), in primary and secondary settings. They also attend Annual Reviews for electively home-educated children with EHCPs and oversee the ARPs within the local authority. The SEN advisor will plan and coordinate Outreach support and Professional Learning for SEND and Inclusion and will liaise with the wider SEN Team and other agencies supporting children with SEND and EHCPs in Enfield.

ECASS

The [Enfield Communication Advisory Support Service](#) (ECASS) offers universal and targeted Speech, Language and Communication support to all mainstream schools in Enfield.

The Universal Offer: ECASS provides fully funded [online professional learning](#) to educational settings and Parents/Carers. The training programme includes sessions delivered by professionals from speech and language therapy, occupational therapy, educational psychology and specialist teachers. The ECASS Universal offer also includes the [Strand 5 Pupil Referral Pathway](#). This allows schools to refer children and young people with moderate speech, language and communication needs to ECASS. These children are seen by the ECASS Therapies team and a Communication Programme of support is provided.

The Targeted Offer: ECASS works with a number of target schools each year. These schools participate in **Elklan training** delivered by the ECASS team. The offer allows up to 10 members of school staff to receive a level 3 accreditation. In target schools the ECASS Therapies team, work with individual children and provide **Communication Programmes**. The children's class teachers are supported to implement the strategies outlined by ECASS specialist teachers.

The ECASS Parent/carer Offer: ECASS hosts a programme of support called [Rising to Reception](#) to parents/carers of children who are known to the EY SALT team and are in their pre-reception year. This programme consists of a series of online information sessions which are aimed at supporting the transition from nursery to reception. These sessions are hosted by different organisations and professionals including the Enfield Admissions Team, Enfield Educational Psychology Service, Our Voice, Enfield Occupational Therapy and Enfield school staff. At the end of the Rising to Reception transition programme, Parents/Carers are enrolled onto the Elklan Parent Let's Talk programme for further guidance and learning. Children are given a term to settle into their new Reception environment before being offered any additional support by ECASS. In some cases, children and families are signposted to other agencies.

In addition to the above, the ECASS parent/carer offer, enables parents/carers of all CYP with SLCN access to a variety of [online training sessions](#) across different topics. These sessions are delivered by the ECASS team and cover strategies to support children and young people with speech, language and communication needs.

The full ECASS offer is fully funded by the High Needs Block and at no cost to educational settings, parents/carers or children and young people.

www.ecass.org.uk

Educational Psychology Service

The Educational Psychology Service (EPS) is the main provider of psychological services to Enfield schools. They have direct links to services in education, health and social care, which promotes a coordinated approach.

The EPS works at different levels with schools to support children and young people's learning and wellbeing. This includes applying psychology with:

- Whole school work such as training projects and policy developments. Some whole school initiatives with EPS involvement are delivered at no cost to schools such as MY Young Mind Enfield, E-TIPSS, ECASS and EASA.
- Staff development, e.g. Emotional Literacy Support Assistants (ELSAs) training and supervision which is purchasable on an annual basis through contacting eps@enfield.gov.uk
- Individual children and young people and their families where there are concerns about their learning, development, emotional wellbeing or behaviour.
- Groups of children and young people, e.g. facilitating workshops or delivering interventions such as managing anxiety.
- Groups of parents and carers, e.g. facilitating workshops or delivering parenting programmes. Please note that some parenting programmes are delivered with EPS involvement are accessible at no cost to schools through EASA, ECASS and SWERRL.

When we work with individual children and young people (on SEN Support or with an EHCP) your school and families can expect:

- A first meeting (consultation) bringing together parents and school staff to explore what is going well, what the child's needs might be and to identify what we might need to find out more about.
- Further assessment as agreed together. We might observe the child in their classroom or playground, have more conversations with school staff or parents or do some individual work or assessment with the child. We will usually meet with the child to understand their views of the situation.
- A feedback and action planning meeting (where needed) bringing together parents and school to come to a shared understanding about the child's needs and to agree together the next steps to support the child.
- Review meetings (where needed). It may be that further thinking or information is needed to ensure that the support in place is helping.
- A written record following direct work. This sets out the work we have done, the shared sense of the child's strengths and needs and the agreed support plan/recommendations. This will usually have been discussed with schools and parents/carers along the way, so it typically does not contain new information. If we are joining a school review meeting schools will usually provide the written record or updated IEP/LSP.

The EPS staff includes:

- Qualified Educational Psychologists who are registered with the Health and Care Professions Council (HCPC).

- Trainee Educational Psychologists who are enrolled on approved training courses and work under the supervision of qualified EPs within the team.
- Assistant Educational Psychologists who work in partnership and under the direction of qualified EPs within the team.
- Qualified Locum and Associate Educational Psychologists.

The EPS also offers some services which are commissioned by the Local Authority, for which there are no charges to schools:

- Providing psychological advice as part of a child or young person's Education, Health and Care Needs Assessment
- Offering a rapid response to school leadership teams to support them in helping their school community following a critical incident or sad event. Please email eps@enfield.gov.uk to access this help.
- EPS involvement through other multi-disciplinary teams who have commissioned the EPS, e.g. EASA, ECASS, Youth Justice Service, HEART, My Young Mind Enfield, SWERRL.
- Enfield Educational Psychology Service has a telephone support line for any parent or carer of a child living in Enfield or attending a school in Enfield. This is a confidential space for parents and carers to talk about any concerns they have for their child's wellbeing, learning or behaviour. Signposting information is also provided. Please click the link on the right to see the flyer. Alternatively click on [this link](#). The telephone support line is not a referral route for the EPS.

Enfield Trauma Informed Practice in Schools and Settings (E-TIPSS)

Enfield EPS is leading the E-TIPSS initiative. Trauma informed practice ideas are not new to Enfield. For years there has been excellent work where services and schools staff have recognised that challenging behaviour is a communication for unmet needs and they have been integrating trauma informed approaches, attachment theory and attuned care into their practice to support our most vulnerable children who need help to develop their skills to understand and manage their emotions.

E-TIPSS is about everyone working in a trauma informed way and it is not just an approach when thinking about and supporting our most vulnerable children, it is a valuable approach when planning the routines of the school day, thinking about our school ethos and environments, delivering the curriculum, writing our policies, communicating with and supporting our children, our families, our staff and our whole community.

E-TIPSS is a partnership programme and aims for our whole workforce to be trauma informed and trauma responsive. In order that we do this effectively and in a sustained way, Enfield EPS is working with Kati Taunt (consultant) to implement the [Attachment Regulation Competency \(ARC\) framework \(Blaustein and Kinniburgh, 2019\)](#).

The E-TIPSS programme involves:

- developing a team of E-TIPSS Champions who will sustain the approach with our schools and settings and across services. Our E-TIPSS Champions are already experts in their field and have additional training on the ARC framework (<https://arcframework.org/what-is-arc/>)
- providing regular briefings for leaders of schools and services.
- providing a central training programme for schools and settings.
- providing training for a whole school staff group and follow up implementation support.
- facilitating networks for schools to share good practice.

For further information please contact eps@enfield.gov.uk

Emotional Based School Non Attendance (EBSNA)

Enfield EPS is working in partnership with Enfield Admissions and Attendance Service to promote awareness and support for EBSNA through:

- training sessions for school staff and partner agencies
- workshops for parents and carers.

For more information contact Enfield EPS or Education Welfare Service duty: ews@enfield.gov.uk

Contact the Educational Psychology Service

Contact Enfield Educational Psychology Service by calling 020 8379 2000, or by email at EPS@enfield.gov.uk.

Follow the EPS on Twitter [@ENFIELDEPS](https://twitter.com/ENFIELDEPS)

The Joint Service for Disabled Children (JSDC)

The Joint Service for Disabled Children (JSDC) is an important partnership which supports and promotes opportunities for disabled children and their families.

JSDC works with the Our Voice parent forum and other voluntary organisations. It also includes Enfield community services, the early intervention support service and Cheviots children's disability service.

Cheviots help families with disabled children under 17 get the support they need to live ordinary family lives.

Through social workers, and short breaks and family support workers, we play a part in assessing children and provide support and services to families.

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 local community life, using local childcare, leisure and recreational facilities
- supporting parents and carers to become equal partners in making decisions about service developments and priorities

providing access to services, and [family activities](#) during the school holidays

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.

Short breaks grants

Children and young people who receive short breaks directly from Cheviots will not receive a short breaks grant.

[Further information can be found here:](#) Joint Service for Disabled Children | Enfield Council

Sensory support for children and young people who are deaf or have a visual impairment

Visual impairment support

Children and young people with a visual impairment in Enfield can get support to help them attend school and college. Support can include:

- changes to the lighting
- adaptations to the environment (for example, yellow tape to mark hazards like steps or changes in levels)
- special equipment (for example, talking keyboards or big keys keyboards)
- specialist software packages

Children and young people with a visual impairment who attend an Enfield school, and those with an EHCP who attend a school outside the borough, are supported by the visual impairment outreach service provided by [Joseph Clarke Educational Service \(PDF, 66.7 KB\)](#).

You can find more advice and support about visual impairment from the organisations below:

- [Royal National Institute for the Blind \(RNIB\)](#)
- [Guide Dogs](#)
- [Royal Society for Blind Children](#)

Support for Deaf Children and Young People

Children and young people who are deaf in Enfield are supported through the [Sensory Support Service \(PDF, 112.31 KB\)](#).

The Sensory Support Service gives information and advice for managing a child's education and all aspects of their deafness. This could include language and communication, listening equipment and social and emotional wellbeing.

They work closely with babies, children, young people, families, carers, staff in educational settings, and key professionals in the NHS and social care. Support ranges from occasional to weekly visits throughout the year, depending on the person's needs.

The team can also visit pre-school children and their families or carers at home, their local children's centre or another place of their choice.

Sensory Support Service and SENCo

All primary, special and secondary schools in Enfield have an allocated advisory teacher who will meet regularly with the special educational needs coordinator (SENCo). Parents can access support by contacting the service or asking the SENCo in their child's setting to contact them.

Level of support

The service uses the [National Sensory Impairment Partnership \(NatSIP\)](#) framework to decide on the initial amount of support that each family will get. The level of support is reviewed and adjusted regularly, with input from the advisory teacher, families, carers and other professionals.

For more information, email sensorysupport@haringey.gov.uk or call 020 8489 8338.

You can find more advice and support about deafness from the organisations below:

- [National Deaf Children's Society](#)
- [Action on Hearing Loss](#)
- [British Deaf Association](#)
- [Cochlear Implanted Children's Support \(CICS\) Group](#)

British Sign Language

Some specialist schools also provide training for parents in British Sign Language at no cost.

Enfield Advisory Service for Autism (EASA)

EASA is a local authority service supporting autistic children and young people from 0 - 25 yrs. EASA works with educational settings and parents to increase understanding of autism, and develop provision and practice.

EASA comprises the combined outreach services of both the specialist autism schools in Enfield: Russet House (Nursery and Primary) and Durants School (Secondary and Post-16). EASA benefits from the expertise and extensive experience of staff in these specialist autism schools as well as partnering with multidisciplinary autism specialists from across the borough and beyond.

EASA is a strategic partner of the Autism Education Trust (AET) and works closely with them to raise awareness of autism and promote positive attitudes towards autistic people in schools, communities and places of work.

EASA provides a range of evidence-informed training programmes, including all the AET modules. We also give practical advice through workshops and surgeries and provide bespoke support for educational settings and parents. Most of this support is free to access for all Enfield school staff and all Enfield parents (part-funded by Enfield's High Needs Block).

Strengthening Wellbeing, Emotional health, Relationships and Readiness for Learning (SWERRL – previously known as the Primary Behaviour Support Service)

The Primary Behaviour Support Service, also known as the SWERRL Team (Strengthening Wellbeing, Emotional health, Relationships and Readiness for Learning), is a multi-disciplinary team working in partnership with schools and other services in Enfield.

They support inclusion of primary school children who are experiencing social, emotional and mental health (SEMH) difficulties. They also help Enfield primary schools achieve a zero permanent exclusion goal.

Understanding child behaviour

The Primary Behaviour Support Service bring understanding to challenging behaviour, through trauma-informed perspectives and recognition of troubled life experiences. Their intervention work is aimed at benefiting the whole school community.

The team aims to improve school staff understanding of a child's behaviour and enable them to help calm the child's feelings of stress, regulate their emotions, and over time develop greater self-management skills.

This is an innovative team who offer bespoke responses to the individual pupils' needs in a school context. The diverse skills of the team means they can offer:

- bespoke training and COSIE (Creating Optimally Safer and Inclusive Environments) training, to enhance professional and personal development and wellbeing
- consultative and strategic input to develop SEMH sensitive practices in school with some members participating as ETIPS (Enfield Trauma informed Practice in Schools) champions
- specialist support for parents and families alongside school-based interventions. IAPT qualified trainers offer support through the Incredible Years (IY) parenting programme for 5 to 11-year olds.
- modelling supportive approaches to promote pupils' positive social, emotional and mental health development such as whole class circle time, Lego-skills time, bespoke small group programmes, individual intervention work, psychotherapeutic and creative-arts based therapeutic interventions

For more information or to get the SWERRL request for involvement form, Enfield primary schools can contact the SWERRL team by emailing Office.BSS@enfield.gov.uk or by calling 020 3855 5879. The form must have a parents' signature and their support

Secondary Behaviour Support Service (SBSS) and NEXUS

The Secondary Behaviour Support Service (SBSS) works in partnership with secondary schools in Enfield to prevent permanent exclusions, by supporting learners through an outreach and alternative provision service.

Outreach Service

The Outreach Service consists of four learning mentors who work closely with children and young people, through one-to-one mentoring and group interventions.

The Outreach Service also offers extra mentoring support to students who have been placed on managed moves. The service aims to support the transition to their new school and increase the chances of the managed move being successful.

NEXUS

[NEXUS](#) is a community project run by the Behaviour Support Service in the Local Authority. Our aim is to connect the community for a better Enfield. We partner with external services and organisations, as well as lead and create projects and interventions ourselves. With our network and knowledge of the area, we can support our partners in the co-ordination of their projects too.

NEXUS projects support:

- Children and young people in schools
- Professional Learning
- The community of Enfield
- Advocacy

Alternative Provision Service

The Alternative Provision Service offers advice and support to find alternative provision for students who are at serious risk of permanent exclusion, those who have already been permanently excluded, and students who are without a school place. This service works closely with Enfield secondary schools, the Pupil Referral Unit and the School Admissions Service.

The Alternative Provision Service consists of two learning mentors. These mentors work closely with schools and provide one-to-one mentoring to students.

Special Schools Outreach Support

Special schools in Enfield offer a range of outreach services to support children and staff in mainstream schools and ARPs and Units. Different special schools offer different elements of outreach support as outlined below:

Needs	Nature of support	Potential provider(s)
Behaviours of concern - Learning Difficulties, Autism	<ul style="list-style-type: none"> PRICE training /physical intervention for secondary in collaboration with Nigel Ellerby-Jones Positive Behaviour Support for mainstream schools for autistic children and young people so that they can put a PBS plan in place Pathway via EASA 	Oaktree Russet House, Durants
Complex Needs including Autism, HI	<ul style="list-style-type: none"> Curriculum Guidance and support for ARPS Curriculum Guidance and support for Designated Units 	Russet House, Durants, Oaktree, Waverley
Personal Care	<ul style="list-style-type: none"> Manual Handling Self care Safeguarding for children and young people with physical and continence needs 	Waverley
Specific Learning Difficulties	<ul style="list-style-type: none"> Assessment and intervention (not diagnosis) 	Oaktree
Complex Needs accompanied by behaviours of concern resulting in part-time timetables – particularly in the Early Years and Primary	<ul style="list-style-type: none"> Curriculum Guidance and support Managing sensory needs 	Waverley in liaison with EASA
SEMH for children and young people with EHCPs at risk of permanent exclusion	<ul style="list-style-type: none"> Trauma-informed approach to understanding children and young people's behaviours Setting up and supporting with multi-disciplinary pastoral support plans that align with SWERRL and Secondary BSS Risk assessment and management plans that align with SWERRL and Secondary BSS 	Fern House
Emotionally Based School Non-Attendance Provision, Home-Hospital Tuition and Attendance Support Unit	<ul style="list-style-type: none"> EBSNA support ASU Hospital Tuition 	West Lea
All SEND	<ul style="list-style-type: none"> Practice Support and modelling of inclusive classrooms and curriculum approaches e.g. shadowing opportunities in special schools and consultation at whole class/group level (not individuals) Parent workshops 	Oaktree, Waverley

Senior School Improvement Advisor for Safeguarding & Inclusion

The Senior School Improvement Advisor Safeguarding & Inclusion supports settings with whole school approaches to inclusion for all protected characteristics in line with the [Enfield Inclusion Charter](#). They may offer ad hoc support and advice linked to safeguarding and/or inclusion, CPD, reviews, be a point of contact for schools having Section 5 or 8 Ofsted inspection and visits, oversee the Units within the local authority, lead on Good Practice Networks for DSLs and GRT, and liaise with other borough leads and agencies supporting children with SEND in Enfield.

Health and therapies

Our community health service in Enfield provides treatment and support for people with physical healthcare problems in a community setting.

The health offer in Enfield covers a range of services relevant to children with SEND, including Speech and Language Therapy, Occupational Therapy, School Nursing and Paediatrics and Physiotherapy. This link provides a summary: <https://www.beh-mht.nhs.uk/services/community-services.htm>

Referral procedures can be found in each section. There is also an additional referral form for Occupational Therapy that can be found [here](#). Further information regarding Speech and Language Therapy (SALT) and the pathways available, can be found later in this document.

CAMHS

The Child and Adolescent Mental Health Service (CAMHS) provides multidisciplinary assessment and treatment for children and young people with mental health or severe emotional and behavioural difficulties. These children and young people may have co-occurring speech and language needs.

CAMHS will provide diagnoses to children and young people, including autism, where appropriate.

020 8702 3000

beh-tr.enfieldcamhs@nhs.net

Transition

Transition to Reception

Children and young people are well prepared for their next steps and achieve strong outcomes

Applications for school places are made in January and parents are informed of decisions in March. Dates are published on the Local Offer.

EY settings should provide a transition report to the receiving school. Many welcome visits, calls or emails from school staff to share information for SEND children when they have parent consent to do so. Guidance has been provided by the Local Authority to outline a model for transition meetings for schools and settings.

Transition works best when setting, school and family find a way to work together and keep the child at the heart of the process.

Summer term transition work should be prioritised for SEND children. The following activities are often used successfully by schools and settings:

EY Setting	School
Prepare and share transition reports. Include SEND information with parent/carer consent.	Read transition reports.
Reach out to local schools to consult and share information.	Reach out to feeder settings to consult and share information.
Include school logos, uniform etc in setting environment. Read stories about starting school.	Share school information with settings.
Create or use transition booklets for SEND pupils who may benefit.	Create or use transition booklets for SEND pupils who may benefit.
Arrange/ attend a transition meeting with parents, setting and school, and invite ASENCO and professionals working with the child. This is a chance to share rich information about the child, and write IEP targets.	Arrange/ attend a transition meeting with parents, setting and school, and invite ASENCO and professionals working with the child. This is a chance to share rich information about the child, and write IEP targets.
Share your home visit information with school if relevant.	Consider whether/ when home visits will be arranged.
Encourage/ support families to utilise school meetings.	Carry out extra transition/ stay and play sessions and parent meetings for SEND pupils.
Plan how to say goodbye to SEND pupils in a way that supports them.	Arrange a meeting with parents for the beginning of the Autumn term.

When a child attends reception with SEN and no SEN support information

There are many reasons why a child may attend a school without sufficient information about their SEN:

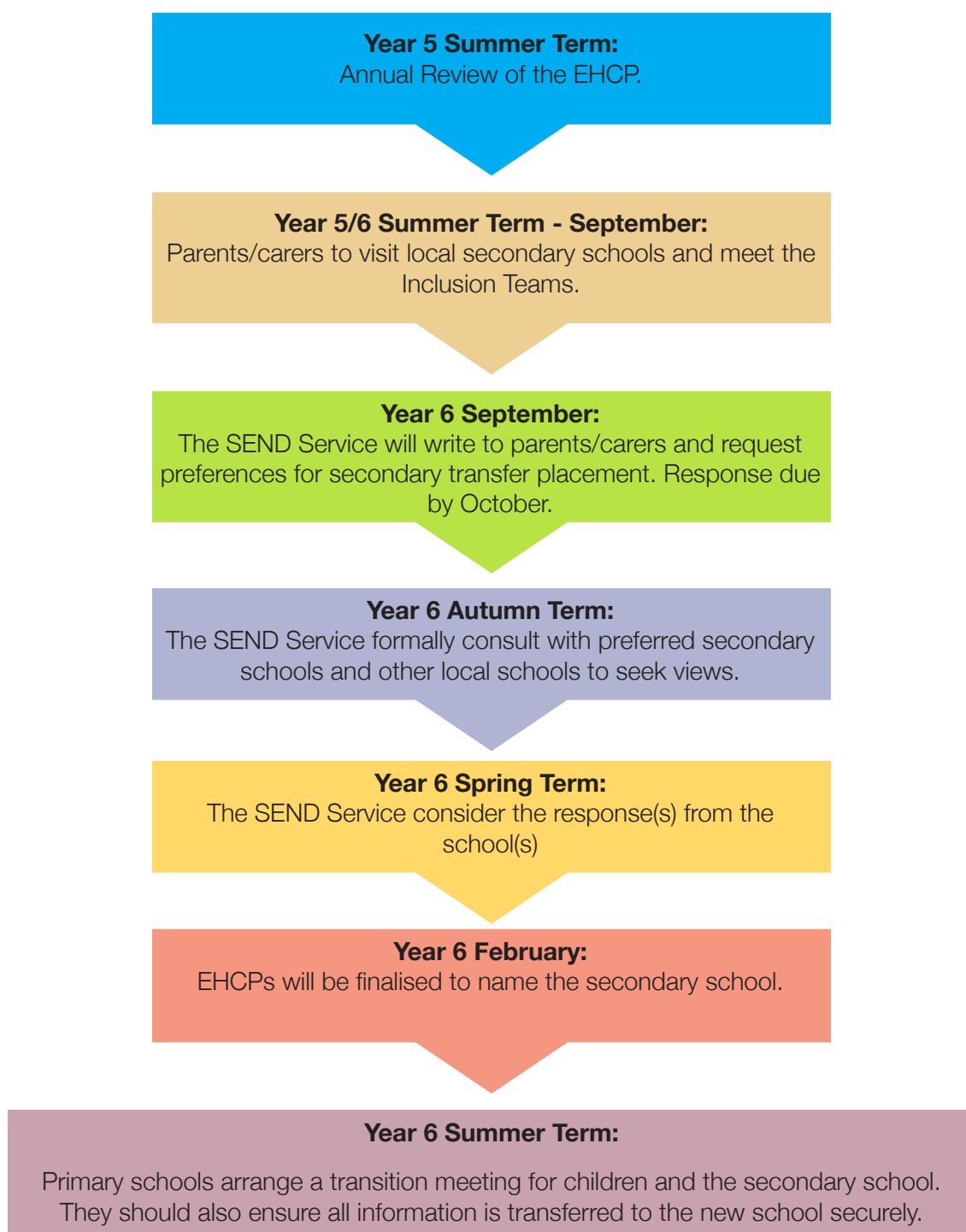
- Information may not have been sent to the correct person in the receiving school
- The child may have attended a setting outside of Enfield
- The child may not have attended an EY setting
- Parents may not have given consent for the SEND information to be passed on.
- The children with SEND may have coped well in a smaller setting with higher staff ratios

Transition

Transition to Secondary School

The process for children with an EHCP transferring to secondary school should start towards the end of Year 5. This is when the annual review should take place. The flowchart below explains the timeline for this transition. Schools should ensure good communication between settings and provide children with opportunities to visit their new secondary school and share information. There is also support available for parents/carers for children with Speech, Language and Communication Needs from ECASS.

Timeline for children with an EHCP transferring from primary to secondary schools



Universal Offer

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 all services that are available to children and young people from Education, Health and Social Care providers. This includes for example; what is available from the GP and Health Visiting Services as well as Educational Settings.

Once the Universal Offer has been exhausted, Secondary or Specialist services can provide support to children and young people where they have met the criteria for support.

Below is a list of support that is universally available. You can find a directory of services in Appendix 1.

Local Authority Offer to Schools and educational settings

Universal Offer for Schools	Offer	Type of Support	Lead / Contact	Referral process
1	Early Years SEN Support	SEND support provided to EY practitioners and SENCOs through consultation, training and targeted intervention models.	Please add or EY SEND team: eysi@enfield.gov.uk	Contact Julia Hide or your Area SENCO
2	Attendance Support Unit	This provision supports identified primary and secondary phase children to increase their attendance in school.	The unit is supported through West Lea School and is for children with emotional based school avoidance.	Email: Tuition-ASUreferrals@westleaschool.co.uk
3	SEN Advisor	Provides support, training, information and advice to SENCOs for all children receiving SEN Support and those with an EHCP. This support may be ad hoc regarding individual children or through whole school reviews e.g. SEND Overviews. The SEN Advisor also supports ARPs within mainstream settings in the local authority.	You can contact the SEN advisor via enfield via email, coffee mornings and via the professional learning and inclusion briefings.	
4	EASA	Provides support for autistic children and young people from 0 - 25 years by working with educational settings and parents/ carers to increase understanding of autism, and develop provision and practice.	Dr Rachel Walker admin@enfieldasa.org.uk	https://www.enfieldasa.org.uk/

Universal Offer for Schools	Offer	Type of Support	Lead / Contact	Referral process
5	Special Schools Outreach	Provides support to mainstream schools in meeting the needs of children with SEN with or without an EHCP		Contact each individual school Special Schools Outreach Flyer
6	Safeguarding Lead	Support around safeguarding concerns	eyis@enfield.gov.uk	eyis@enfield.gov.uk
7	Speech and Language	<p>Enfield, Communication Advisory Service (ECASS) provides whole school and family support in a holistic way to support children, young people, and their families to enhance their knowledge and practice of speech and language.</p> <p>To support Schools in developing their communication offer to enhance tools to support school in identifying speech and language needs for children and young people.</p>	<p>ECASS Service Lead: Cigdem Alkan</p> <p>ECASS@enfield.gov.uk</p> <p>ecasspanel@enfield.gov.uk</p>	<p>Click on links to sign up to ECASS professional learning.</p> <p>ECASS Training</p> <p>ECASS Parent Training</p> <p>ECASS ECASS Referral Forms</p>
8	Nurture Groups	Centrally commissioned part time KS1 nurture groups are placed in eligible Enfield primary schools. The groups are supported and monitored by EY SEND Team, a trans-disciplinary support service.	<p>Julia Hide</p> <p>Julia.hide@enfield.gov.uk</p> <p>or EYSL@enfield.gov.uk</p>	<p>Contact Julia Hide or</p> <p>EYSL@enfield.gov.uk</p>
9	Health: Speech and Language Clinical Leads	Autism/DLD/Complex needs/Deafness/SEMH	<p>Judy Sleat</p> <p>Judy.sleat@nhs.net</p> <p>Or</p> <p>Eleanor Leaser</p> <p>Eleanor.leaser@nhs.net</p>	<p>Via direct contact with individual Clinical leads or Managers. See flow chart on Website or within this document.</p> <p>Web site with links and pathway: Enfield Speech and Language Therapy (SALT) Service</p>

Universal Offer for Schools	Offer	Type of Support	Lead / Contact	Referral process
10	Area SENCOs	SEND support provided to EY practitioners and SENCOs through consultation, training and targeted intervention models.	Julia Hide Julia.hide@enfield.gov.uk or EYSl@enfield.gov.uk	Contact Julia Hide or your Area SENCO
11	SWERRL	Primary provision that forms a key part of our 'early help' offer to schools. Currently the service takes direct referrals from schools. These can be single pupil referrals, small groups, whole class work as well as support for school strategic development. They provide training and consultations, in relation to pupils with social, emotional mental health difficulties. Their priority is to prevent exclusions.	office.bss@enfield.gov.uk	Office.BSS@enfield.gov.uk or by calling 020 3855 5879
12	Secondary Behaviour Support Service	The Secondary Behaviour Support Service (SBSS) works in partnership with secondary schools in Enfield to prevent permanent exclusions, by supporting learners through an outreach and alternative provision service.	Mervin Cato Mervin.cato@enfield.gov.uk	Mervin.cato@enfield.gov.uk Nexus Enfield
13	CAMHS	The Child and Adolescent Mental Health Service (CAMHS) provides multidisciplinary assessment and treatment for children and young people with mental health or severe emotional and behavioural difficulties. These children and young people may have co-occurring speech and language needs. CAMHS will provide diagnoses to children and young people, including autism, where appropriate.		020 8702 3000 beh-tr.enfieldcamhs@nhs.net

Local Area Universal offer to children and young people

Universal Offer for CYP	Offer	Type of Support	Contact Info	Referral Mechanism
1	Early Years Speech and Language Team	Speech and Language	<p>Telephone: 020 8702 5226</p> <p>Maureen Jarvis maureen.jarvis3@nhs.net</p> <p>Cherry Cornell Cherry.Cornell1@nhs.net</p> <p>Early Years Speech and Language Therapy</p>	Via referral form available on website or referral guidance pack circulated to schools via Enfield Health
2	GPs	Primary Health Concerns	Family to register and contact a local GP	Find a GP - NHS (www.nhs.uk)
3	Targeted Support for school age children with speech sound difficulties, stammering, voice difficulties selective mutism and eating difficulties	Health Speech and Language Pathways	<p>Judy.Sleat@nhs.net</p> <p>Eleanor.Leeser@nhs.net</p>	<p>Via referral form available on website or referral guidance pack circulated to schools via Enfield Health</p> <p>Enfield Speech and Language Therapy (SALT) Service</p>
4	Educational Psychology Service		<p>Suzy Francis (Principal Educational Psychologist)</p> <p>Dr Emma Gore-Langton (Deputy Principal Educational Psychologist/Service Manager)</p> <p>eps@enfield.gov.uk</p>	EPS

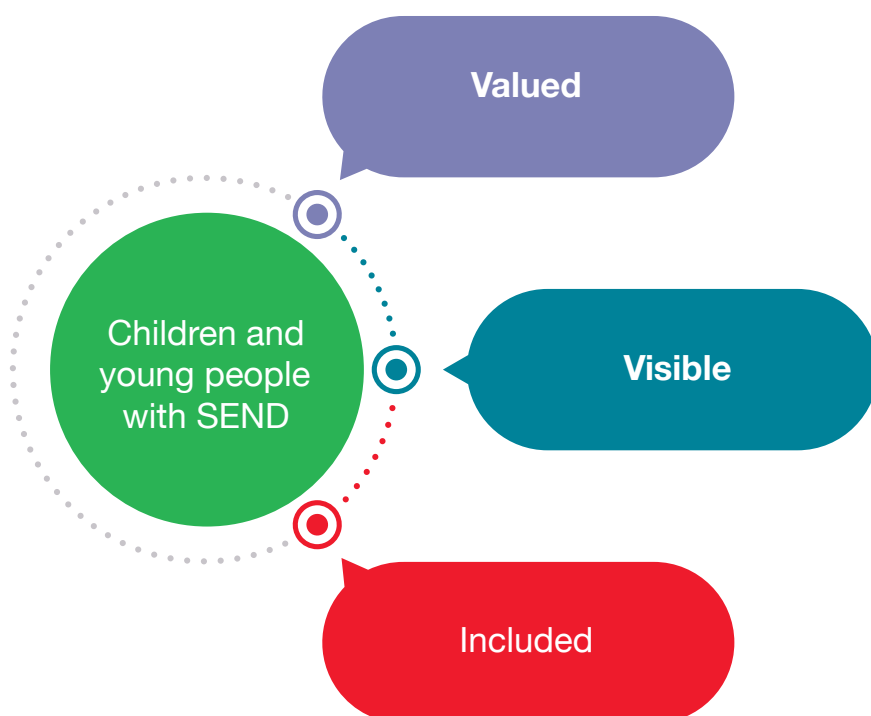
Universal Offer for CYP	Offer	Type of Support	Contact Info	Referral Mechanism
5	Health Checks	Healthy Child Programme	0-19 menu page (enfield.gov.uk)	Under 5s: Information for parents whose children are under 5 North Middlesex University Hospital Over 5s: Information for parents whose child is between 5-11 years old North Middlesex University Hospital
6	EASA	Provides support for autistic children and young people from 0 - 25 years by working with educational settings and parents/carers to increase understanding of autism, and develop provision and practice.	Dr Rachel Walker admin@enfieldasa.org.uk	https://www.enfieldasa.org.uk/
7	Children's Centre	Enfield Children's Centre provides opportunities for families with children under 5, to learn, develop and have fun. It's a place for families to attend free courses and sessions. The Children's Centre brings together a wide range of services and support for families with young children. We want children and families to thrive and be resilient. Our aim is that all children and young people in Enfield live in families where they are safe, confident and happy and have the opportunity to achieve their full potential and strengthen their community.	www.ccenfield.org	Here is the link if you would like to make a referral into this service: https://www.ccenfield.org/professionals/

Universal Offer for CYP	Offer	Type of Support	Contact Info	Referral Mechanism
8	Joint Service for Disabled Children: Cheviots children's disability service	<p>Cheviots help families with disabled children under 17 get the support they need to live ordinary family lives.</p> <p>Through social workers, and short breaks and family support workers, we play a part in assessing children and provide support and services to families.</p> <p>Services that Cheviots offer:</p> <p>listening to disabled children, acting on their views, and providing them with choices</p> <p>supporting disabled children and their families to take part in and enjoy local community life, using local childcare, leisure and recreational facilities</p> <p>supporting parents and carers to become equal partners in making decisions about service developments and priorities</p> <p>providing access to services, and family activities during the school holidays</p> <p>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.</p>	https://www.enfield.gov.uk/services/children-and-education/local-offer/joint-service-for-disabled-children-jsdc/cheviots-childrens-disability-service	You can request an assessment or review at any time by emailing: cheviots@enfield.gov.uk

Universal Offer for CYP	Offer	Type of Support	Contact Info	Referral Mechanism
9	Speech and Language	<p>Enfield, Communication Advisory Service (ECASS) provides whole school and family support in a holistic way to support children, young people, and their families to enhance their knowledge and practice of speech and language.</p> <p>To support Schools in developing their communication offer to enhance tools to support school in identifying speech and language needs for children and young people.</p>	<p>ECASS Service Lead: Cigdem Alkan</p> <p>Cigdem.alkan@enfield.gov.uk</p> <p>ecasspanel@enfield.gov.uk</p>	<p>Follow Pathway advice on website link below:</p> <p>ECASS Strand 5</p> <p>ECASS ECASS Referral Forms</p>
10	Nurture Groups	Centrally commissioned part time KS1 nurture groups are placed in eligible Enfield primary schools. The groups are supported and monitored.	<p>Julia Hide</p> <p>Julia.Hide@enfield.gov.uk</p>	<p>Contact Julia Hide or</p> <p>EYSl@enfield.gov.uk</p>
11	Virtual School for LAC	Speech and Language Therapist	<p>Kate Gill</p> <p>Kate.Gill@enfield.gov.uk</p>	
12	Language and Social Skills	<p>Language and Social Skills (LASS/ LASSEY) groups are supported by EY SEND Team, a trans-disciplinary support service, as well as Tiger Cubs and Tiger Teams, our gross motor skills programme.</p> <p>LASS Group/Tiger Teams</p>	<p>Julia Hide</p> <p>Julia.Hide@enfield.gov.uk</p>	<p>Contact Julia Hide or</p> <p>EYSl@enfield.gov.uk</p>

Universal Offer for CYP	Offer	Type of Support	Contact Info	Referral Mechanism
13	Speech and Language Resource Bases	Support for children with Developmental Language Disorder	Cigdem Alkan – Local Authority SLRB Manager Cigdem.Alkan@enfield.gov.uk	Via Clinical Lead DLD Assessment Pathway

Children and young people with SEND are valued, visible and included in their communities.



SEND Partnership Inclusion Offer

In Enfield, we have a number of Specialist Provisions which support children and young people with additional needs who required discrete support throughout the school day. These provisions include Additionally Resourced Provisions (ARPs) including Deaf Resource Bases (DRBs) and Speech and Language Resource Bases (SLRBs). Designated Units offer a further level of support for children with complex needs. All children in Designated Units and ARPs will have an EHCP and will be placed there by SEN Services in consultation with schools.

Additionally Resourced Provision (ARPs)

Provision can be delivered in small classes or virtually. Virtual specialist provisions provide support to the child in the mainstream classroom with discrete spaces for sensory breaks within the school or playground. Special Resourced provision in Enfield meets different needs of pupils with:

1. Deafness
2. Speech and language needs as part of an additional diagnosis
3. Developmental Language disorder
4. Complex needs and/or Autism

The following table outlines the ARPs, DRBs and SLRBs across Enfield. There is also a second table which outlines the provision available in Designated Units.

Special Resourced Provision	Area of Enfield	Curriculum Phase	No of Children	Key Stage	Type of Provision	Quality Assured and Supported by	Therapy Support	Special School Outreach Support
Brimsdown	EN3	Primary	12	KS1&2	Deafness	SEN Advisor will carry out at least one full ARP review per academic year. This will include a review of the ARP SEF and the progress of the children within the setting. They will also collate termly feedback from ARPs on Outreach impact and attendance.	Teacher of the deaf	Durants, Oaktree, Russet House, West Lea, Fern House, Waverley
Chesterfield	EN3	Primary	16	KS1&2	Complex Needs and Autism			
Delta	N9	Primary	8	KS1&2	Complex Needs and Autism			
Eastfield	EN3	Primary	8	KS1&2	Complex Needs			
Eldon	N9	Primary	24	KS1&2	Complex Needs and Autism			
Firs Farm	N13	EY & Primary	8	EY KS1	Complex Needs and Autism			
Galliard	N11	Primary	8	KS1&2	Complex Needs			
Highfield	N21	Primary	8	KS1&2	Complex Needs		Teacher of the deaf	
Highlands	N21	Secondary	12	KS3-5	Deafness			
Houndsfield	N9	Primary	14 part time	KS1&2	SLRB			
St Anne's	EN2	Secondary	16	KS3-5	Autism & Speech and Language			
St Ignatius	EN1	Secondary	8	KS3-5	SLRB			
Suffolks	EN1	Primary	16 KS2 part time 14 KS1 Part time	KS1-2	SLRB			
Raynham	N18	Primary	8	KS2	Complex Needs and Autism			

Speech Language Resource Bases (SLRBs)

The KS1 and KS2 SLRB offer is for two days per week and provides intensive speech, language and communication support alongside specialist teaching to children and young people who have **Developmental Language Disorder**. Educational Settings, Children and Young People have access to this provision for up to two years.

At KS3-5 the SLRB is delivered on a full time basis and integrated into the mainstream environment with intensive speech, language and communication support embedded in daily learning.

ARPs, Units and SLRBs are supported by the Senior School Improvement Advisor for Safeguarding & Inclusion, ECASS and the SEN Advisor via network liaison meetings, a professional learning programme and via the Special Schools Outreach offer.

SLRBs are currently based in Houndsfield Primary, Suffolks Primary and St Ignatius college. For more information see the table above.

Designated Units

In Designated Units, we anticipate that children and young people will be able to spend 25% of their time accessing mainstream learning experiences such as Assembly, Play/break time activities, PE, or subject specific classes where appropriate.

Some children may require a range of support in small groups using augmentative and alternative communication techniques, and it will be an environment that is for children who experience challenges with communication and social interaction.

Each unit will take up to 10 children with and agreed allowance of children from the school's own cohort.

Enfield currently has 3 Units all of them are at Primary level supporting 50 children.

Unit	Area in the Borough	No of Children	Type of provision	Managed by	Therapies
DeBohun	N14	30	ASD – complex communication and Interaction	Dani Lang and Special Schools Outreach Service	EY SEN
Lavender	EN2	10			ECASS Speech and language therapists (New Posts: under recruitment)
Brimsdawn	EN3	10			

Best Practice Guidelines for school-funded SEND provision - Right support, right place, right time

Some schools in Enfield have developed and funded their own SEND provision that runs daily for a substantial amount of the school day with pupils placed in the group on a long-term basis. Some examples include groups for pupils with social communication needs, general learning difficulties, and SEMH needs. These groups support schools to meet the needs of pupils both with EHCPs and those on SEN Support. Schools are reminded that they must ensure that pupils in these SEND provisions remain an integral part of the whole school, therefore all school policies, including safeguarding, and behaviour are applicable.

It is acknowledged this provision is intended to respond to the high level of complex needs in our schools. In order to help protect schools, it is recommended that schools adhere to the following guidance that the Local Authority has developed in consultation with schools, health and LA Officers.

Policy

Schools with their own SEND provision must have a policy for it. This should include:

1. An Overview

- Purpose and intended aims (which may link to EHCP outcomes)
- Staffing
- Frequency that pupils will participate
- Duration of participation
- Outline the inclusive ethos of the provision
- Demonstrate how the school will ensure that pupils in the provision will remain full members of the whole school community.

2. Pupil selection, integration and reintegration

Schools should have pre-determined, clear written selection criteria (including ability and age range) to ascertain suitability for entry to the provision. If pupils can sustain holistic progress in their mainstream class, that is the appropriate placement. Schools should have equally clear guidance around reintegration, and this should be monitored regularly. This means:

- There should be a prepared transition pathway for entrance and exit
- Should the provision not be appropriate to meet the needs of a pupil, clear next steps should be defined
- All pupils should register in the morning and afternoon with their mainstream class
- Pupils should have a balance of time in their mainstream class to signal belonging there; this should be as appropriate to the needs and strengths of pupils
- Pupils must join their mainstream class for subjects they enjoy and any other subject in which they can access the learning. Not all pupils will require an individual TA for integration.
- Pupils must join their mainstream class for trips and performances/class assemblies.

3. Resources

Schools must ensure that appropriate staffing, professional development and space are allocated to best support children in a school funded provision.

- A good/outstanding qualified teacher or a highly skilled and trained practitioner (HLTA level) under the close supervision of a qualified teacher
- Effective trained support staff deployed by the teacher/HLTA with an understanding of SEND
- Continued professional development including modelling of teaching approaches, training courses etc
- In accordance with the presenting needs, the ratio of adults to children is high enough to ensure effective teaching, learning and safety of all pupils and staff
- A suitable environment for a maximum of 10 pupils depending on needs, ideally with access to a nearby outdoor space.

4. Classroom environment

A suitable space with appropriate resources and equipment should be allocated.

- A seating plan that ensures the whole class has a communal experience and takes account of individual needs (photo/name on chairs if appropriate for needs)
- Different stations of activities for pairs/threes
- Designated areas for different types of study or activities e.g. whole class activities, creative work
- At least 2 distraction free workstations
- Sensory box/display
- Class and individual visual timetables displayed and used consistently
- Individual targets from IEPs (which link with EHCP outcomes if applicable) should be written in a way the pupils can understand and are accessible to be contributed to e.g. stars or ticks.

5. Curriculum, assessment and recording

Schools must ensure that all children have suitable access to robust assessment, tracking and teacher led learning across the curriculum. This should include:

- Baseline assessments established on entry for academic, social and emotional, independence and engagement skills etc.
- Pupil progress and impact of provision is closely monitored and regularly reviewed
- Teacher responsibility for individual pupil progress and attainment should be clear
- Equitable access to all areas of the curriculum
- Developmentally appropriate curriculum which is context based
- Opportunities to develop self-regulation
- Records of learning that may include work samples and/or photographs and staff annotations to show progress
- Appropriately annotated English and Maths books
- School assessment systems used to show small step progress

- Staff should be aware of provision for outcomes on EHCPs
- EHCP outcomes/termly IEP targets should guide teaching
- Opportunities for skills and knowledge to be generalised to the mainstream classroom/playground
- Any outings/visits must have an educational focus with preparation and follow up activities
- The curriculum should have regard for the therapeutic needs of the pupils.

6. Teaching resources including:

- Range of resources appropriate for the needs, interests and developmental stages of pupils
- Behaviour rewards and charts should be the same as those used in the rest of the school where appropriate and with adaptations where necessary
- Visual support to be used consistently according to the needs of pupils in the provision e.g. Communicate in Print symbols, Makaton signs, communication passports and Colourful Semantics.

7. Monitoring

Pupils should continue to be planned for, taught and monitored as part of whole school procedures and the quality of provision should be regularly reviewed.

- The school will include the group in its ongoing self-monitoring and evaluation
- Planning and delivery should be monitored and recorded in line with school procedures
- The SENCO should maintain responsibility for the quality of the provision.

8. Parents

Schools should ensure that parents and carers are involved in decision making and planning for pupils.

- Clear and concise communication e.g. home school diary with parents
- Liaison with parents prior to the school's placement in this provision for permission
- Ongoing dialogue with parents regarding progress and reintegration.

9. Liaison

Communication is key so that class teachers and the wider staff team have all relevant information regarding pupils in terms of external advice and strategies/support that is required.

- Clear and concise communication with mainstream class teacher and other relevant staff
- Input from external professionals – outreach services/ASA/SALT/EP
- Schools with this additional provision must have external monitoring
- Consult with and refer to relevant guidance for the type of need e.g. for pupils with autism/social communication difficulties, please refer to the AET school standards for good autism practice and the Advisory Service for Autism for those with a diagnosis of autism.

Speech and Language Offer in Enfield

The [Early Years Speech and Language Therapy \(EY SALT\) Service](#) work closely with Enfield Children's Centre to support pre-school age children with speech, language and communication needs.

The EY SALT team deliver the **Access and Advice**, **Let's Play** and **Talk Activity** sessions at Enfield Children's Centres.

The Access and Advice session is a triage session for children who have been referred to the Early Years SLT services to Enfield Children Centre due to concerns regarding the child's communication and language skills. Parents are provided with advice regarding their child's speech and language needs and informed of the next steps.

Let's Play is a parent-child group programme for children under two years old with communication and language delay aimed at developing the young child's communication and language skills. After the family has completed their 4-week block of sessions they are then invited to a virtual Parent Workshop to complete their Let's Play Intervention. On the 4th session of the block discussions are had with the parents to discuss next steps.

TalkACTivity is a targeted parent – child language intervention for children under 3 years who are presenting with delays in their receptive and expressive language skills. This is a 7-week block of intervention aimed at supporting parents to use evidence-based strategies to help to develop their child's receptive and expressive language skills. On the 7th session of the block, discussions are had with the parents to discuss next steps.

If after these sessions the child requires additional support, they may be referred to the Pre School Speech and Language Therapy **core team** for further intervention.

At the end of the Pre School **core team** provision, the Early Years Speech and Language team collaborate with ECASS and parents/carers of children on the preschool SALT caseload are enrolled on to the **ECASS Rising to Reception Programme** as children transition into Reception.

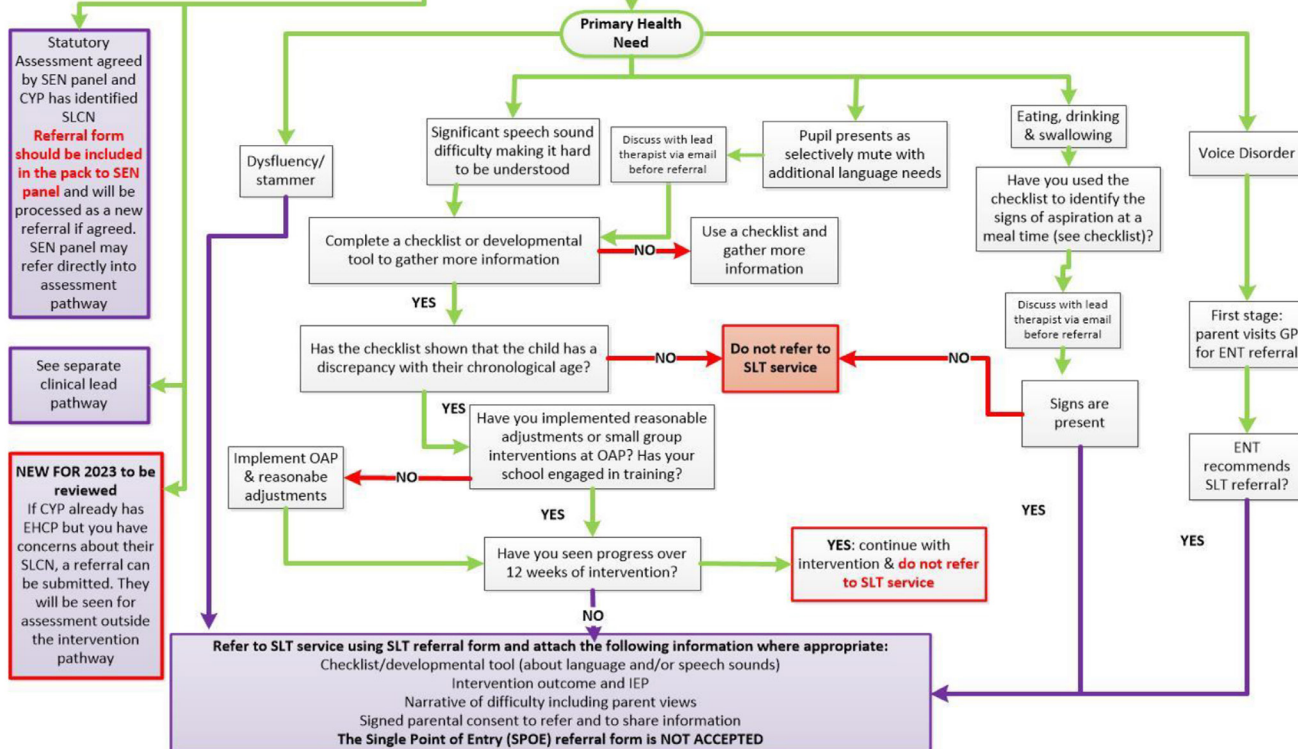
From reception, the EY SALT support ceases and children and young people's needs may require any of the following referrals:

- [ECASS Strands 5 Support](#)
- The [School Aged Speech and Language Service](#) Offer

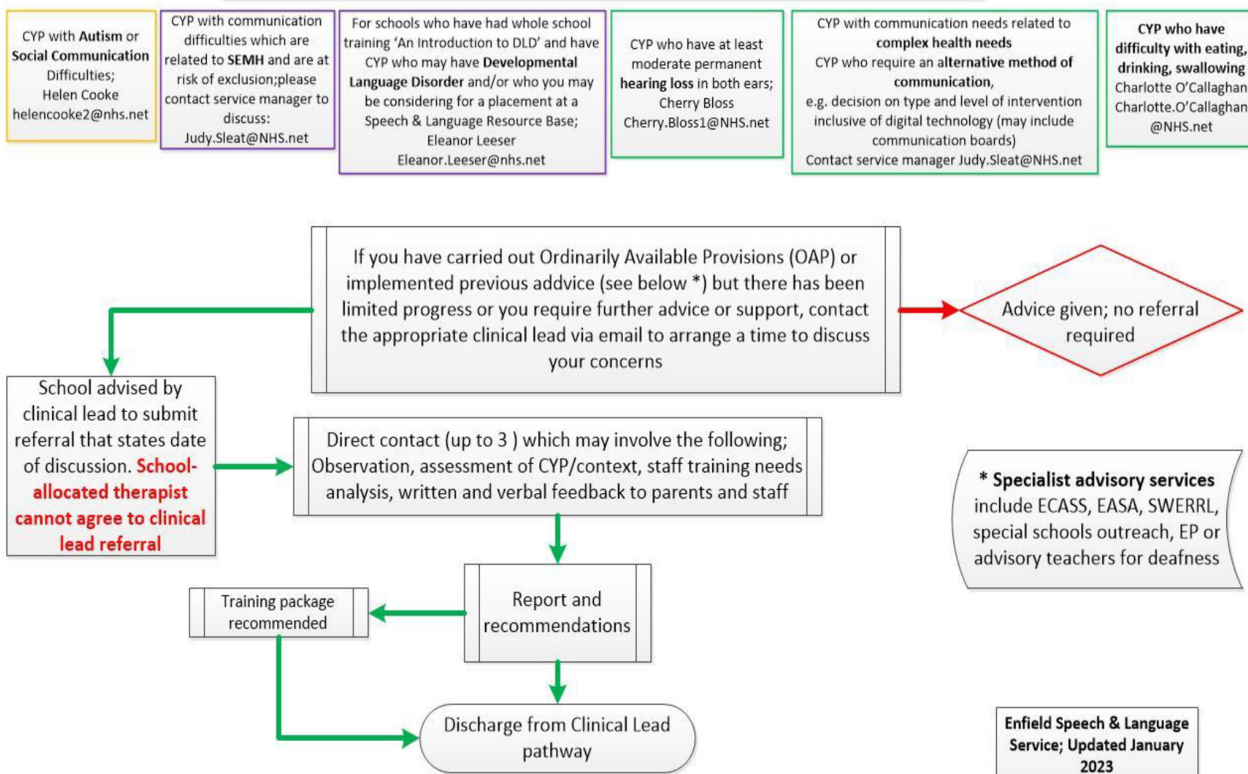
The following pathways are provided by [Enfield Speech and Language Therapy \(SALT\) Service](#) and are available to all children and young people in Enfield without an EHCP:

1. **Stammering**
2. **Speech sounds**
3. **Selective mutism**
4. **Eating and drinking (dysphagia)**
5. **Voice disorder (following ENT assessment)**
6. **Clinical lead pathways (See Speech and Language pathway overleaf)**

Speech and Language Referral Pathway updated for 2023



CLINICAL LEAD CONSULTATION PATHWAY for children and young people without EHCP

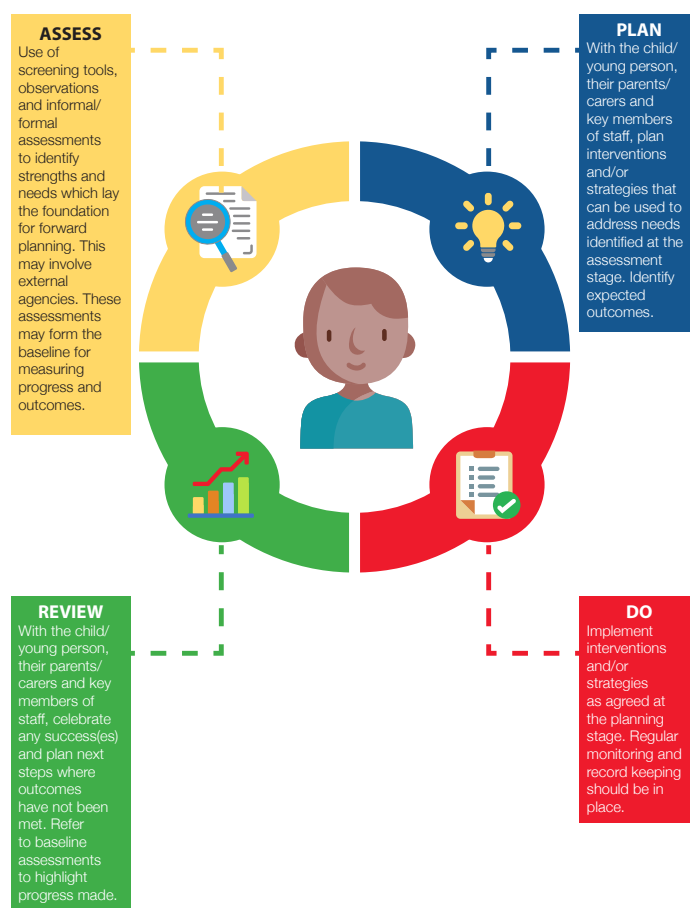


The Graduated Response

Leaders are ambitious for children and young people with SEND.

Assess, Plan, Do, Review Cycle

The assess, plan, do and review cycle is a requirement from the Code of Practice that requires all education settings to follow the graduated approach (pgs. 86-87 CoP).



Before submitting applications for statutory services schools will need to evidence they have followed the APDR cycle. This assures the school itself, the Local Authority and health professionals that despite adaptation and intervention the gap between the assessed child and their peers is widening and there may be a requirement for special educational provision.

Assess

This includes analysis of the child's needs which are regularly reviewed by the educational placement with the SENCO to show where progress has or has not been made. It also makes sure that the support provided meets the needs of the child or young person.

The assessment allows for a more statutory approach once analysis has shown that the universal assessment in the educational placement is not meeting the child or young person's needs. This, for example, could mean contacting the Educational Psychology Service or ECASS or EASA etc.

Suggested assessments to use within the cycle:

1. *Establish a baseline*
2. *Analysis of needs: the setting staff and key adults work with the SENCo to develop a clear picture of needs and strengths. The following questions provide a prompt to this process:*
 - *Has general information been gathered from pupil/staff/parents regarding needs and strengths?*
 - *What does quality first teaching look like for the pupil? What adaptation have been made? How has classroom practice been adapted to promote child or young person participation?*
 - *How is the pupil learning? What is working well?*
 - *What learning approaches best suit the pupil's learning style?*
 - *What is the pupil's attitude to learning?*
 - *What are the pupil's social, sensory and emotional barriers to learning?*
 - *How does the pupil respond to different subjects/adults?*
 - *What differentiation has been successful?*
 - *Liaise with other agencies to gather information*
 - *What are the pupil views?*
 - *What information has an observation of the pupil given you?*
 - *What do the pupil's work samples tell you?*
 - *What information has standardised/ criterion/teacher assessment of the pupil given you?*
 - *What are the parents' views?*
 - *Has outside agency advice been sought and applied e.g. EASA, Outreach Support, SWERRL, Speech and Language Service, Educational Psychology Service?*

Plan

This is where the outcomes will be set to meet the child or young person's needs and includes high quality teaching, to demonstrate incremental steps and progress which includes reasonable adjustments to the curriculum and environment to remove barriers to learning. Actions and outcomes **must** be coproduced with the child or young person their parents and carers and this should be evidenced. E.g. support plans, IEPs. They should be linked to the child or young person's aspirations (not provision), framed positively, SMART and give flexibility in the levels achievement to ensure they are ambitious and not restrictive.

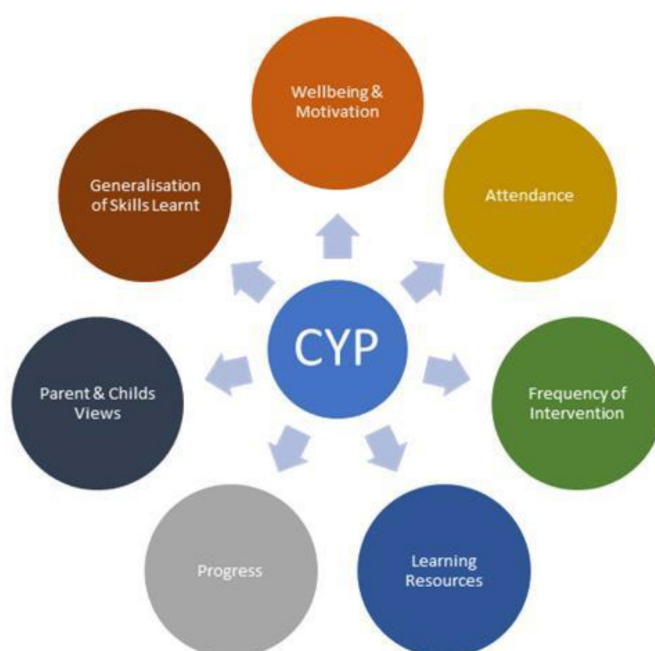
Do

Teaching approaches will be adjusted to provide high quality teaching. Assessment for learning will be carried out throughout each teaching session. The educational setting will carry out the support and monitoring, reviewing and refining.

At this stage, schools should implement evidence based intervention and ensure any provision recommended by external professionals is in place.

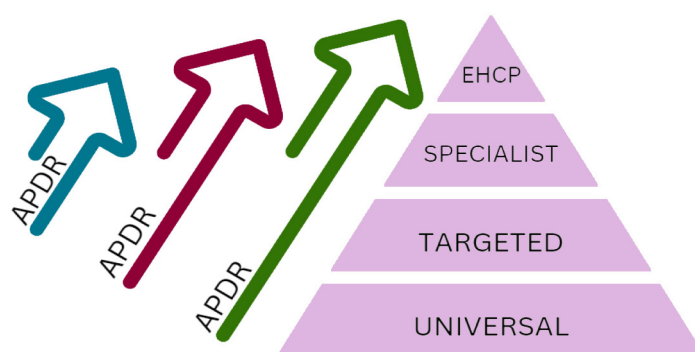
Review

The class teacher working with the SENCO considers the impact of the interventions and strategies. The following should be considered and evidenced.



If after one cycle progress is minimal, and the child or young person is significantly below age related expectations and increased support above Ordinary Available Provision is required, then specialist support may be needed to either improve the age-related progress or ensure the child or young person is able to continually progress in their educational development.

Where children make progress, a repeat of the plan, do, review, cycle will be maintained until the attainment gap is closed. If a child, despite interventions, does not make progress then the school may consider using the evidence gathered from the above before applying for an EHC needs assessment.



Children and young people's needs are identified accurately and assessed in a timely and effective way. CYP and their families participate in decision-making about their individual plans/support.

Requesting an Education, Health and Care Plan: Education, Health and Care Needs Assessment

Introduction

The Education, Health and Care Needs Assessment (EHCNA) is a statutory process where the education setting and or parent have identified that the child or young person is not making age-appropriate progress despite accessing the universal offer or what is ordinarily available. According to the Code of Practice requests for Education, Health and Care Plans should be for the minority of children. Applications for EHCNA's should demonstrate that the universal offer has been exhausted, the Graduated Approach followed and the APDR cycle has been evidenced.

The [SEND Code of Practice](#) defines the Graduated Approach as: "A model of action and intervention in education settings, schools and colleges to help children and young people who have special educational needs". There is a continuum of special educational needs and where necessary, increasing relevant specialist expertise should be sought according to needs.

Reviewing the effectiveness of interventions in enabling children to make progress can itself be part of the assessment of need. Tried and tested evidenced based interventions should be run alongside individual school based approaches.

What this means in practice, is that a child or young person with SEN is identified by the class teacher. General adaptations and differentiations are set up as part of the high-quality teaching for all.

Where progress is not as expected, and in discussion with the SENCO who has followed the graduated approach, then it may be necessary to consider secondary and specialist services or support.

Children and young people's needs are identified accurately and assessed in a timely and effective way.

Applying for an EHCNA

In Enfield, applying for an EHC means ensuring that the child or young person's SEN needs are:

1. Succinctly set out
2. Demonstrate that the Universal Offer has been accessed
3. The Graduated Approach has been followed and evidenced
4. Demonstrate that the Assess, Plan Do Review Cycle has been implemented and reviewed over at least 2 terms.

Below is a EHCNA guidance with an example of a narrative for a pupil requiring an EHCNA:

EHCNA Application	Guidance
	<p>Applications should be succinct, clear and from each professional's perspective. Do not cut and paste from professional reports or IEPS. Refer the panel to the documents attached, for example; see EP/ Medical/Therapies Reports.</p> <p>Tell us from the school perspective your view of the child or young person's SEN.</p> <p>Evidence the graduated approach and how you implemented the advice of professionals and the results of the advice.</p> <p>Make sure SEN Panel understand the gap between the CYP and their peers. All schools have different systems. You must set out for the SEN panel your assessment methodology so that it can be understood by the panel, i.e. clarifying levels against Age Related Expectations.</p> <p>All professional and medical reports should be within the last 12-18 months or current to the needs of the presentation of the child or young person's SEN.</p> <p>A succinct historical narrative is sufficient; not more than 2 paragraphs.</p> <p>A provision map is a necessity – please fully complete with details of spend</p> <p>Only send what is relevant to the SEN identified, e.g. minor medical conditions that do not impact on the CYPs SEN is not relevant, i.e. dermatitis, tonsillitis, eczema etc. (Please read the documentation on supporting pupils with medical conditions in school)</p> <p>Fill in the form completely – or put Not applicable if not relevant – don't leave empty spaces. Do not photograph information, we cannot scan it or read it properly.</p>

EHCNA Application	An example narrative for an EHCNA
<p>Example:</p> <p>The school are applying for a EHCNA for Trevor. The school have exhausted the universal offer and followed advice from professionals. “As a school, we believe that Trevor needs an assessment that includes more specialist advice to assure the school of their understanding of his needs. We have attached assessments and reports as set out in the checklist below and believe that Trevor meets the criteria for an EHCNA. (See family history in the S&L and EP report).</p> <p>Trevor, is 7 years of age, and when assessed using the xxxx screening tool his reading, writing and maths scored in the age range of 3-4. Trevor has been on the SEN register for the last 6 months. The school have implemented the graduated support and APDR cycle, see last 3 reviewed IEPs. The school have accessed support agencies and implemented their advice. This looks like.....(set out interventions used). The school have had limited success and Trevor, made some progress but is not able to maintain the progress without a higher level of adult intervention. This looks like..... The Provision map is above the notional funding amount – (see attached PM). The school are concerned that he is not developing at the same rate as his peers. He has been referred by his GP to CAMHS and has also seen a range of other professionals – See attached reports.</p> <p>There is a family history of SEN, and the referred external professional concurs with the school that Trevor requires a highly differentiated level of support above OAP – (see professionals report attached)</p>	

EHCNA Application	Evidence
SEN Criteria	Evidence
Parent Agreement	Signature on application
Parent View	No more than 2 paragraphs relating to their SEN
Completed EHCN application	Application form
Succinct evidence of school's view of the child (Not EP or Clinicians)	Age Related Expectation Adaptations utilised ADPR cycle used and Reviewed 2 reviewed IEPs included and 1 x current IEP show evidence of advice from SENCO, external professionals, i.e. EP, ECASS, EASA etc., Provision Map setting out interventions utilised and those required as ongoing interventions to maintain progress
EP evidence	Reports dated within the last 18 months
Therapeutic evidence	Reports dated within the last 18 months
Referrals to secondary health services (CAMHS)	Please list date of referral (Copies of referrals not required)
Advice sought from and implemented from agency	ECASS, EASA, EP, Social Care, Health and Therapies, Other.....
Social Care Involvement	Impact of any referrals to MASH or Early Help – (Please don't send safeguarding reports)
Social Care Screening Tool	Completed form
Support Programmes utilised	Evidence of access to nurture groups, SLRBs, other therapeutic interventions that may be relevant and their impact.

The legislation that the Local Authority must adhere to when assessing children for Special, Educational Needs.

“A local authority must conduct an assessment of education, health and care needs when it considers that it may be necessary for special educational provision to be made for the child or young person in accordance with an EHC plan. The factors a local authority should consider in deciding whether it needs to undertake an EHC needs assessment are set out in paragraphs 9.14 to 9.15, and the factors a local authority should take into account in deciding whether an EHC plan is necessary are set out in paragraphs 9.53 to 9.56.”

Decision Making in Enfield

SEN Panel decisions are made by a multi-agency group of professionals. The panel considers advice and will decide to assess or not within 6 weeks of receiving the request. The SEND Code of Practice 2015 does not allow for a blanket policy, however, where a child is Profound or Multiple Learning Difficulties or has a specific genetic or microsomal condition that means they would need the support of an EHCP. The LA just requires basic demographic information and information and evidence on their condition.

Examples of exceptional circumstances which may be considered are:

CYP who have arrived in the Local Authority recently where there is clear evidence of severe and complex needs;

- a) CYP who have significant, long-lasting and urgent need arising from a sudden deterioration or onset of a medical condition or accident;
- b) CYP whose families, for some reason, have not accessed the relevant services;
- c) Very young children with profound, multiple, and complex needs.

At week 16 the panel must decide to issue an EHCP or not, once all the statutory advice has been considered.

The purpose of the panel is to make certain that the child meets the criteria of having a special need that impacts on their ability to thrive in school which is determined by a set of criteria (See Appendix 2).

The panel will in a small number of cases make the decision to issue an EHCP before the 16-week deadline. This is normally where the child has a complex medical condition such as Cerebral Palsy, Brain Damage or Complex SEND etc. that requires special educational provision.

Panel	Meeting Day	Purpose	Chair	Attendees	Appeal Process
SEN Panel	Tues	Considers application for EHC Needs Assessment and makes decision to issue an EHCP	Head of SEN	Designated Clinical Officer, Senior Educational Psychologist, Designated Social Care Officer, School Rep, Health Representative, SEN Manager, Representative from EISS, SEN Advisor	Families have the right to access Mediation or First Tier Tribunal

SEN Panel Process

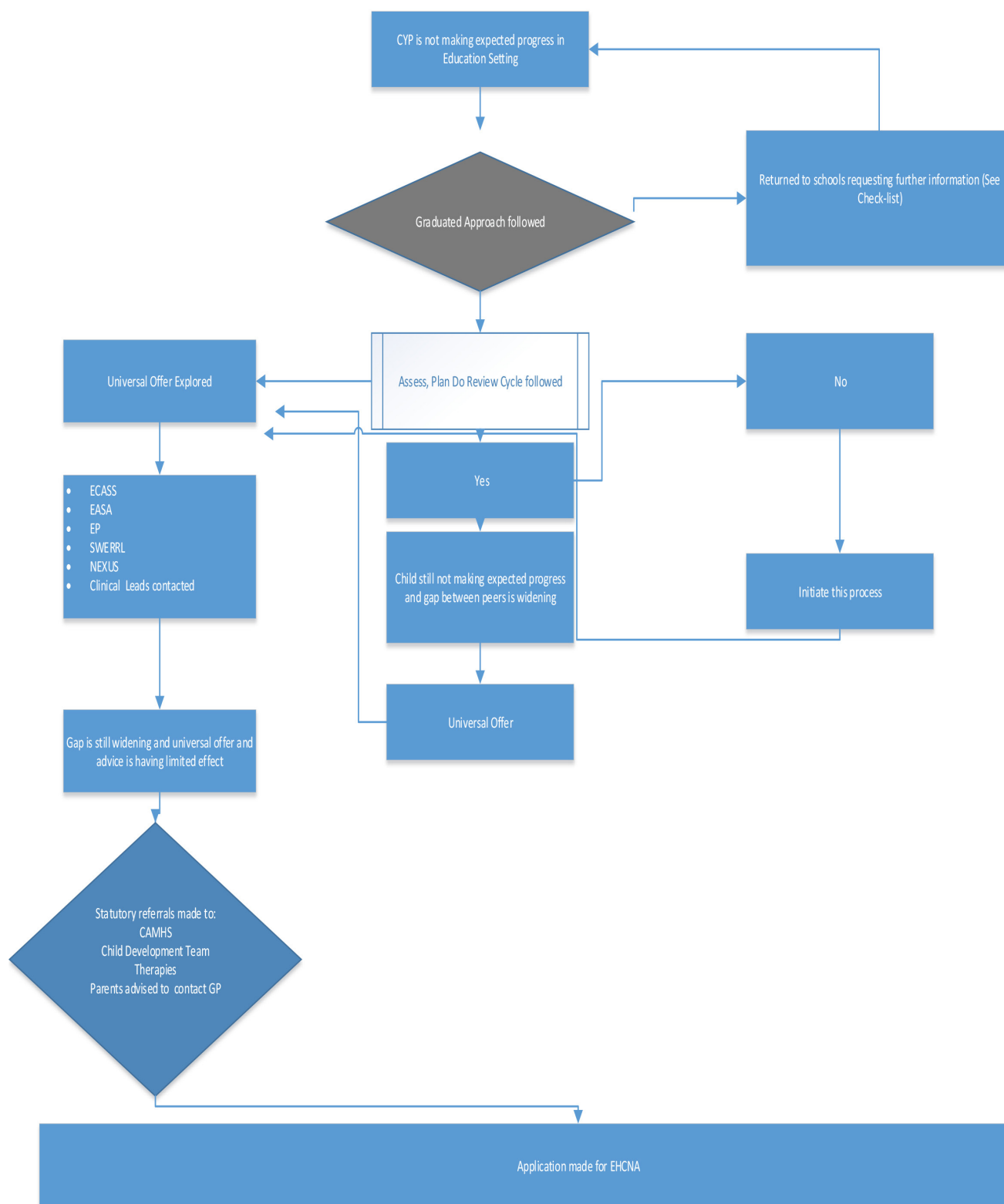
This panel reviews all statutory requests for EHC needs assessment and decisions to issue EHCPs and then provides statutory letters that allow for the right of appeal or guidance on no decisions to schools.

SENCOs or appropriate school staff should fill in the EHCNA request form and attach the relevant information and checklist.

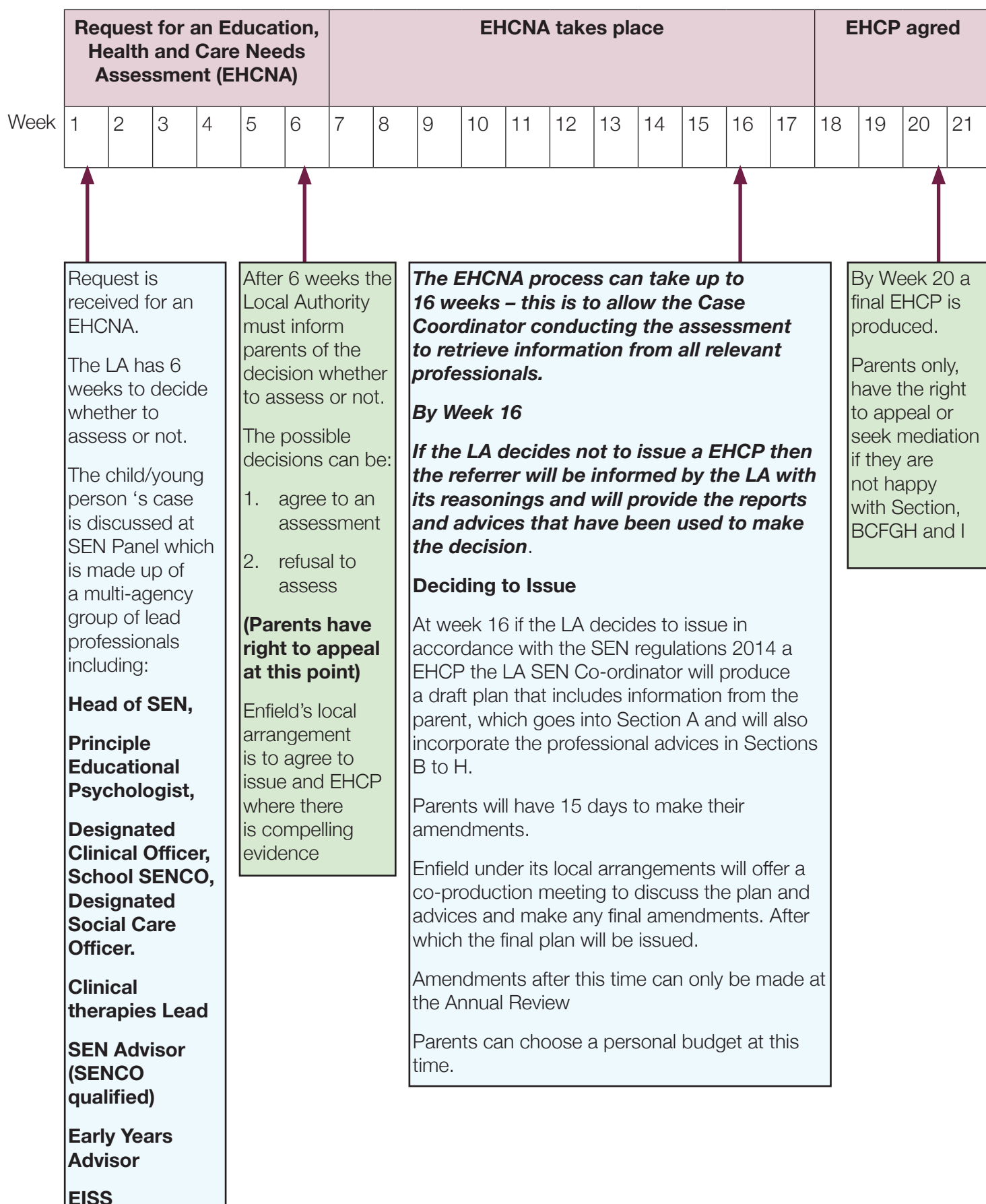
Due to the high volume of SEN Panel papers; the team has a three-step process:

1. EHCNA requests are received through the SEN inbox and filtered using a checklist by admin staff and passed onto SEN Managers. Applications with insufficient information are returned at this point to the sender with advice on what is missing.
2. SEN team Managers review all papers where they are unclear or judge that there is not sufficient evidence of SEN, these papers will then be referred to panel. At this stage, if an application is agreed it will also be given to panel to decide whether to issue a plan.
3. Papers are distributed to the multi-agency panel for review and then a discussion takes place at panel and a decision made. The panel also reviews yes decisions made at step 2 and will determine if a decision to issue a plan should be made.

Education, Health & Care Needs Assessment Application



Statutory Timescales Explained



Children and young people with SEND are valued, visible and included in their communities

Leaders actively engage and work with CYP and their families

Co-production

Co-production is a key part of inclusion and we want our children and young people to contribute to and own their EHCPs. They need to feel they can personalise their plan and to be supported to reach their ambitious aspirations through a clear plan of stepping stones. We can only do this if the child, young person and their families are fully involved and supported to shape the development of the EHCP.

The SEN Code of Practice and the Children and Families Act is clear that parents, children and young people are fully involved in the Education, Health and Care Plan and it states the following:

“Local authorities must consult the child and the child’s parent or the young person throughout the process of assessment and production of an EHC plan. They should also involve the child as far as possible in this process. 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 EHC plan.”

The Local Authority does this by making sure that from the assessment process with schools there is agreement with the parent or young person. The Local Authority makes sure the voice of young people and their families are heard throughout the assessment and review processes in a number of ways. This starts with requiring educational settings to utilise their relationships with the pupil and their family when completing any form of assessment. For example; Section A of the plan makes certain that the family, child and young person are fully involved in the process and contribute their thoughts, feelings, wishes and hopes for the future.

As the EHCP belongs to the child/young person and their family, the SEN service offers a Co-production meeting with the family at week 16 once a draft plan has been written. At this stage, children and young people and their families have the opportunity to be involved so that we can be sure that they are satisfied with the EHCP. This meeting is offered to all families. Parents/carers can ask an advocate or their schools to attend this meeting if it will assist them to understand the plan.

EHCP Annual Reviews

Preparing Children and Young People for the next phases of their key learning or transition to their next steps of education or adulthood

Children and young people receive the support, in the right place, at the right time
Children and young people are well prepared for their next steps and achieve strong outcomes
Children and young people with SEND are valued, visible and included in their communities
Leaders are ambitious for children and young people with SEND
Leaders actively engage and work with CYP and families

Annual Reviews

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

The annual review meeting is a very important part of the process and it must focus on

1. the child or young person's progress towards achieving the outcomes specified in the EHC plan
2. what changes might need to be made to the support that is provided to help them achieve those outcomes
3. whether changes are needed to the outcomes themselves. Children, parents and young people must be supported to engage fully in the review meeting and the resulting document must be written in a simple and clear language using their words and language.

Time scales

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

- Parent or young person
- EY provider, headteacher or principal
- Enfield SEN (education)
- Health care professional
- Enfield Social Care (if relevant)
- Any other individuals relevant to the review

Information submitted by the invitees will be shared 2 weeks in advance of the Annual Review meeting. For example, where a change of placement request is being made a report from an Educational Psychologist may be shared 2 weeks before the meeting.

Where external professional agency advice/reports are required for an annual review, it is essential that professionals are consulted prior to the request being made to enable them to have enough notice to conduct assessments and to produce reports. For most professionals 2 weeks' notice would not be sufficient and the setting should consider giving at least 6 weeks of notice.

Within 2 weeks of the review meeting the school must send the Annual Review Meeting Record to all invitees and the Local Authority setting out:

- Recommendations on any amendments to be made to the EHC plan
- Any difference between those recommendations and the recommendations of others attending the meeting – this is important for parents to see easily.
- All the information and advice obtained about the child or young person. It is very important to note that all must reports must be sent in with the Annual Review Meeting record to the Local Authority and it is not sufficient to advise that these will follow. Any reports which are needed for the Annual Review should already have been obtained before this stage and request to the Local Authority for additional assessments cannot be made at this stage.

Within 4 weeks of the review meeting, the SEN team must decide whether to:

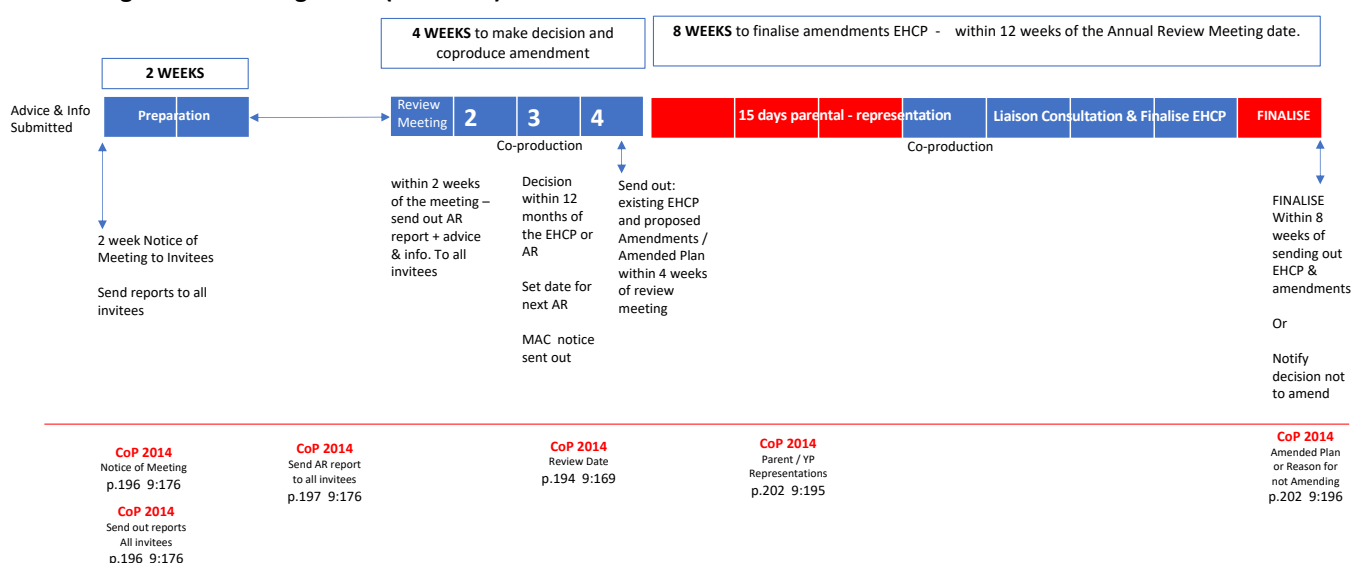
- Maintain the EHC plan in its current form or
- Amend the EHC plan or
- Cease to maintain the EHC plan

Following notification of a decision to amend the EHCP, Enfield SEN must within 4 weeks of the annual review meeting:

- send a copy of the EHCP (via email unless a hard copy has been specifically requested) to the parent or young person showing the proposed amendments and any evidence that supports the amendment
- inform the parent or young person of their rights to make representations about the content of the EHC plan and to request a school or institution
- give at least 15 calendar days for the parent or young person to comment and make representations on the proposed changes

Once the plan showing the proposed amendments has been issued, Enfield SEN must then issue a final plan within a further 8 weeks.

EHCP Annual Review Process: steps, including Maintain, Amend, Cease (MAC) Decision following the Devon Judgement (12 weeks)



- The 'decision' is made within 12 months of **EHCP original date** or previous annual review 'decision'
- If amended – finalised within 12 weeks of the review meeting

Year 9 and above reviews

All reviews taking place from Year 9 at the latest and onwards must include a focus on Preparing for Adulthood (PfA), including employment, independent living and participation in society. This transition planning must be built into the EHC plan and where relevant should include effective planning for young people moving from children's 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.

Year 9 Careers Intervention

All young people with SEN should have access to Careers Advice as part of their next steps. This is organised by the Careers Team. Contact should be made with this team to make certain that young people have this support by contacting the team at: careersservice@enfield.gov.uk.

A [preparing for adulthood booklet](#) has been co-produced to make sure that you have all the information you need to support children/young people through the process and the [Local Offer](#) also contains detailed up to date information on:

- Preparing for adulthood events
- Transition to adult health and social care
- Finding support
- Preparing for adulthood events
- Day services

The review meeting organiser should invite representatives of post-16 institutions to these review meetings, particularly where the child or young person has expressed a desire to attend a institution.

Review meetings taking place in Year 9 should have a particular focus on considering options and choices for the next phase of education.

As the young person is nearing the end of their time in formal education and the plan is likely to be ceased within the next 12 months, the annual review should consider good exit planning. Support, provision and outcomes should be agreed that will ensure the young person is supported to make a smooth transition to whatever they will be doing next – for example, moving on to higher education, employment, independent living or adult care.

Preparing Children for their next steps or phases in life

The transition between phases of education (phase transfer) is key for any child or young person.

An EHCP must be reviewed and amended in sufficient time prior to a child or young person moving between key phases of education.

The key transfer phases in Enfield for school aged and early years pupils are early years provider to school, infant school to junior school and primary school to secondary school.

The review and any amendments must be completed by 15th February in the calendar year of the transfer at the latest for transfers into or between schools.

For young people moving from secondary school to a post-16 institution or apprenticeship, the review and any amendments to the EHC plan – including specifying the post-16 provision and naming the institution – must be completed by the 31st March in the calendar year of the transfer.

For young people moving between post-16 institutions, the review process should normally be completed by 31 March where a young person is expected to transfer to a new institution in the new academic year. However, transfers between post-16 institutions may take place at different times of the year and the review process should take account of this. In all cases, where it is proposed that a young person is to transfer between one post-16 institution and another within the following 12 months, the local authority must review and amend, where necessary, the young person's EHC plan at least five months before the transfer takes place.

In some cases, young people may not meet the entry requirements for their chosen course or change their minds about what they want to do after the 31st March or five-month deadline. Where this is the case, local authorities should review the EHC plan with the young person as soon as possible, to ensure that alternative options are agreed and new arrangements are in place as far in advance of the start date as practicable.

SEN Panels

SEND Panels across the Partnership

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

No	Name of Panel	Day of Meeting	Purpose	Chair	Representatives	Appeal Process
Early Years Panel						
1	SENIF	Mon (fortnightly)	To consider applications for SENIF funding	Julia Hide	SEYIS, EY SEND Team, EP, EISSS, School Rep on rota basis	Settings have the right to appeal via the SENIF panel
SEN Statutory Support Panels						
2	Placement & Provision Panel	Mon	To consider requests for change and type of placement, mainstream, independent, EHE Special School EOTAS and Personal Budgets	SEN Manager	School Representative, Senior, EP, Designated Clinical Officer, SEN Advisor	Parents have right of appeal to Mediation or First Tier Tribunal for section I of the plan
3	SEN Panel	Tues	Considers application for EHC Needs Assessment	Head of SEN	Designated Clinical Officer, Senior EP, Designated Social Care Officer, School Rep, Health Rep, SEN Manager, Representative from EISS, SEN Advisor	Parents have right to Mediation and First Tier Tribunal
4	Case-work Resolution	Fridays	EHC Co-ordinators to bring complex cases for reflective discussion and direction	SEN Team Leaders (Rotational)	Head of SEN/SEN Team Leaders, SEN Managers	None

Placement and Provision panel

This panel reviews all requests for changes of placements and increases in funding, Ceasing of Plans and direction on naming schools. This panel is multi-disciplinary and provides advice, guidance and support to staff on how to proceed with a case and how to relay a decision back to the education setting or parent.

Appeal through this panel is to the tribunal and mediation service.

SEN Panel

This panel reviews all statutory requests for EHC needs assessment and decisions to issue EHCPs and then provides statutory letters that allow for the right of appeal to the First Tier Tribunal for parents and provides guidance on no decisions to schools.

Referrals to this panel are from SENCOs or appropriate school staff, parents, young person or other professionals involved with the child or young person. The EHCNA request form with relevant and appropriate information should be completed and returned to the SEN Team.

Appeal through this panel is to the tribunal and mediation service.

Casework Resolution

This panel gives EHC coordinators the opportunity to discuss cases that are complex and require support and direction in interpreting and implementing the Children and Families Act 2015 and the SEND Code of Practice 2015. For e.g. all consultation responses have been returned saying they cannot meet need. None of them stand up to legal rigour, parental preference is for ABC Street School.

Criteria for a change of placement

Schools and parents can make requests for change of placements and this should be following an annual review. Information should be gathered and agreed with parents to support the reasons why a change of placement is necessary.

For children with SEN, a change of placement will be challenging and can cause anxiety and distress. It is also pertinent to say that if a change of setting would support the child to thrive then this should be actioned. To change a placement requires the amending of the EHCP setting out any changes within the plan and amending Section I.

The Code of Practice and Children and Families Act 2014 states in S9.193 EHC **plans are not expected to be amended on a very frequent basis.** However, an EHC plan may need to be amended at other times where, for example, there are changes in health or social care provision resulting from minor or *specific changes in the child or young person's circumstances, but where a full review or re-assessment is not necessary*)

For a change of placement, it is important that the child or young person has their needs considered and the school should set out the reasoning behind the change of placement and should revert to providing evidence through the:

- Assess Plan Do Review Cycle
- Provision Map changes
- Clear narrative of how the placement is no longer suitable
- Evidence of reasonable adaptations made

Change of Placement Panel	
Criteria	Evidence
Placement is no longer suitable	APDR cycle actions Provision map of changing to costings Any changes to the SEN (Section B) Any changes to provision required supported by a professional Evidence of reasonable adaptations made and their impact

SEN consider requests for additional funding when schools can demonstrate that the child or young person is not making progress with the current allocation in the EHCP. This should be on rare occasions and should be considered as part of the Annual Review process.

Schools will have to provide evidence for the request and this should follow the normal process following the graduated approach and the Assess, Plan, Do, Review Cycle.

Additional Funding	
Criteria	Evidence
Additional Funding Required	<i>EHCP has not been issued within the last 6 months.</i> Assess Plan Do Review Cycle Completed Provision Map completed Clear narrative backing up the request for additional funding. Evidence of reasonable adaptations made Evidence of Inclusion activities undertaken

Attuned Support

Children and young people receive the support, in the right place, at the right time

Children and young people are well prepared for their next steps and achieve strong outcomes

Support for children and young people is fundamental to support children to thrive. Attuned support does not mean having 1-1 support all the time. It means:

Schools should have structures, routines and rhythms as children do better when they have a clear understanding of rules and when there is a degree of predictability in adults and environmental responses. Schools can seek universal support with nurture groups and Trauma Informed Practice via the Early Years SEN Team and/or the Educational Psychology service. Settings working with children with additional needs should have identified staff (not necessarily an allocated LSA), within the school who can provide safe, relationship-based care for children and young people. This requires staff with a capacity to observe and make sense of the emotional messages or needs underlying behaviours. They can then respond appropriately and in doing so provide *'attuned'* support, ensuring CYP also regularly experience fun interactions.

Staff will often need reflective supervision and/or support so that they can develop self-monitoring skills and resources, which is especially needed with working with CYP who are presenting with emotional distress and challenging behaviour. This could be provided through regular team meetings or surgeries or could be in a debriefing/follow up meeting after an incident or challenge.

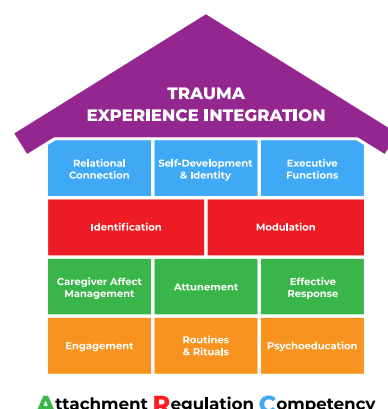
Provision should be in place for CYP to identify and manage their emotional regulation e.g. developing a vocabulary of emotions and physical states, learning to expand their comfort zone and normalising the experience of mixed emotions. Schools should provide a system of whole school supportive interventions for frequently dysregulated CYP e.g. a hall pass, safe places for regulation and restoration. Positive Behaviour Support Plans (PBS) and a trauma informed approach to positive handling, e.g. Creating Optimally Safe and Inclusive Environments (COSIE – delivered by SWERRL), should also be integrated into the school's provision.

Education and support for CYP should be in place so that they can develop the skills to build, maintain and repair connections with others as part of conflict resolution process, e.g. circle of friends, restorative practice. Schools should consider how they support CYP to develop executive functioning skills, including the ability to evaluate situations, inhibit responses and make thoughtful decisions/choices. All children and young people should have the opportunity to develop a positive sense of self through exploration and celebration of positive attributes, likes, values, opinions, family norms and culture. Language and communication used across the school should be consistently delivered in positive, kind and curious way towards all CYP to support engagement and self-worth.

Further support and training can be sought from the SEN Team e.g. SWERRL, EPS (including ETIPSS) and the EY Team.

ETIPSS Enfield Trauma Informed Practice in Schools and Settings:

The E-TIPSS programme provides workshops to develop your trauma informed practice. These facilitated sessions will provide space and time to think in-depth about how to apply the ARC framework in your setting. You will be able to bring questions, issues and concerns from your setting and share good practice.



Blaustein & Kinniburgh, 2019

Progression and Outcomes

Children and young people's needs are identified accurately and assessed in a timely and effective way
CYP and their families participate in decision-making about their individual plans/support
Children and young people receive the right help and support at the right time
Children and young people are well prepared for their next steps and achieve strong, ambitious outcomes
Children and young people with SEND are valued, visible and included in their communities
Leaders are ambitious for children and young people with SEND
Leaders evaluate services and make improvements
Leaders create an environment for effective practice and multi-agency working to flourish

Outcomes

Part of our collective work is to understand how our children and young people are progressing and that the work we are doing is having an impact and supporting children and young people to make progress.

We need to think of **Judgement**, **Evidence** and **Impact**. For example, **Trevor, is making really good progress, He achieved the short-term outcomes in his EHCP and is ready to move onto the medium-term outcomes. This has led Trevor being happier in school and parents now tell us that Trevor is happy to get ready to come to school in the morning and talks about coming to school whereas before he was reluctant to come to school.**

We would like you to complete at least 2 case studies per team and as a Local Authority we will also collate case studies so that we can learn as a system to expand our understanding of the needs and impact of the SEND system on our children, young people and their families.

We have designed a Case Study Template incorporating the New SEND OFSTED SEND Inspection Framework. ([OFSTED SEND Framework](#)) and you will see in the boxes above the kind of statements that should be considered.

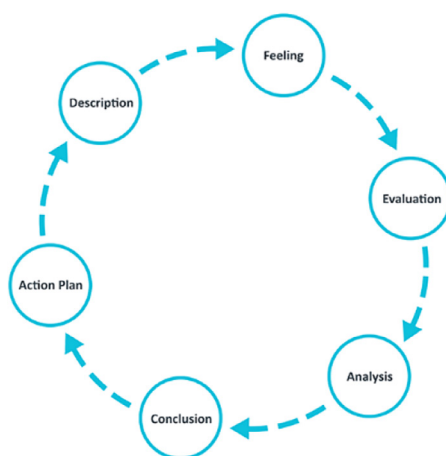
Pupil Case Studies

Case studies are a useful tool for schools to reflect on what has gone well and what could be improved regarding the provision for pupils with SEND. Enfield have produced guidance and a template to support schools with this. A fillable version can be found in Appendix 3.

Pupil initials	
DOB	
UPN	
LAC status	
SEN Category of NEED	
(Please tick appropriate box)	
Communication and Interaction	
Cognition and Learning	
Social, Emotional and Mental Health	
Sensory & or Physical	
What we did as a school to support the child or young person	
Chronology and timely response	
How did we meet the Child or Young Persons Needs and How do we know we met need?	
How did we engage with the child, young person and their family?	
How were managers were sighted on risks and areas for development?	
What other Teams did we work with and what impact did this have?	
What got better for families and CYP :	
(include with supporting evidence/data)	
How the CYP is valued, visible and included in their community?	
Future work for the CYP (i.e. how is this being followed up or developed further?)	

It may also be useful to consider Gibbs' Reflective Cycle to give structure to learning from experiences. It offers a framework for examining experiences, and, allowing learning/planning from things that either went well or didn't go well. It covers 6 stages:

- **Description** of the experience
- **Feelings** and thoughts about the experience
- **Evaluation** of the experience, both good and bad
- **Analysis** to make sense of the situation
- **Conclusion** about what you learned and what you could have done differently
- **Action plan** for how you would deal with similar situations in the future, or general changes you might find appropriate.



The model

Gibbs' reflective cycle is a good model to work through an experience. This can be either a stand-alone experience or a situation you go through frequently, for example meetings with a team you have to collaborate with. Gibbs originally advocated its use in repeated situations, but the stages and principles apply equally well for single experiences too. If done with a stand-alone experience, the action plan may become more general and look at how you can apply your conclusions in the future. For each stage of the model, there are several helpful questions outlined below:

Description

Here you have a chance to describe the situation in detail. The main points to include here concern what happened. Your feelings and conclusions will come later.

Helpful questions:

- What happened?
- When and where did it happen?
- Who was present?
- What did you and the other people do?
- What was the outcome of the situation?
- Why were you there?
- What did you want to happen?

Feelings

Here you can explore any feelings or thoughts that you had during the experience and how they may have impacted the experience.

Helpful questions:

- What were you feeling during the situation?
- What were you feeling before and after the situation?
- What do you think other people were feeling about the situation?
- What do you think other people feel about the situation now?
- What were you thinking during the situation?
- What do you think about the situation now?

Evaluation

Here you have a chance to evaluate what worked and what didn't work in the situation. Try to be as objective and honest as possible. To get the most out of your reflection focus on both the positive and the negative aspects of the situation, even if it was primarily one or the other.

Helpful questions:

- What was good and bad about the experience?
- What went well?
- What didn't go so well?
- What did you and other people contribute to the situation (positively or negatively)?

Analysis

The analysis step is where you have a chance to make sense of what happened. Up until now you have focused on details around what happened in the situation. Now you have a chance to extract meaning from it. You want to target the different aspects that went well or poorly and ask yourself why.

- Helpful questions:
- Why did things go well?
- Why didn't it go well?
- What sense can I make of the situation?
- What knowledge – my own or others (for example academic literature) can help me understand the situation?

Conclusions

In this section you can make conclusions about what happened. This is where you summarise your learning and highlight what changes to your actions could improve the outcome in the future. It should be a natural response to the previous sections.

Helpful questions:

- What did I learn from this situation?
- How could this have been a more positive situation for everyone involved?
- What skills do I need to develop for me to handle a situation like this better?
- What else could I have done?

Action plan

At this step you plan for what you would do differently in a similar or related situation in the future.

Helpful questions:

- If I had to do the same thing again, what would I do differently?
- How will I develop the required skills I need?
- How can I make sure that I can act differently next time?

SEND Code of Practice and legislation

SEND Code of Practice 2015, Children and Families Act 2014, Equalities Act 2010, Personal Budgets Regulations 2014

Legislation

Interpreting the legislation is often at times challenging, and at First Tier Tribunal there are often different decisions made depending on the case presentation. This can make interpreting the legislation difficult.

Below you will see the legislation with some guidance on the Frequently Asked Questions that the SEN Service receive.

Parental Request – legislation “CoP 9.79-9.90”

What is the criteria for naming a school?

The SEND Code of Practice 2014 (CoP) provides the following legislation for parental preference when choosing schools to be named in Section I of the EHCP.

The law states that parents or the young person has the right to request a particular school, college or other institution of the following type to be named in their EHC plan:

- maintained nursery school
- maintained school and any form of academy or free school (mainstream or special)
- non-maintained special school
- further education or sixth form college
- independent school or independent specialist colleges (where they have been approved for this purpose by the Secretary of State and published in a list available to all parents and young people)

Where a request for the above is made the Local Authority must comply with the parental preference unless to do so **would be unsuitable for the age, ability, aptitude or SEN of the child or young person or the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.**

Efficient education means providing for each child or young person a suitable, appropriate education in terms of their age, ability, aptitude and any special educational needs they may have. Where a local authority is considering the appropriateness of an individual institution, ‘others’ is intended to mean the children and young people with whom the child or young person with an EHC plan will directly come into contact on a regular day-to-day basis.

We will discuss the implication of this in further detail below for mainstream and special schools below.

Mainstream

Mainstream education **cannot** be refused by a local authority on the grounds that it is **not suitable**. The law is very clear on this matter and the only ground upon which the LA can refuse mainstream is on the grounds of incompatibility with the efficient education of others. ‘Others’ is intended to mean the children and young people with whom the child or young person with an EHC plan will directly come into contact on a regular day-to-day basis i.e. their class group.

Where incompatibility can be demonstrated the Local Authority must then also be assured that there are no reasonable steps that could be taken to remove the incompatibility. Please see examples below.

Reasonable steps taken to ensure that the inclusion of an autistic child who is distracting and constantly moves around in a mainstream secondary school is not incompatible with the efficient education of others may include:

- ensuring all possible steps are taken to provide structure and predictability to the child's day, for example using visual timetables, careful prior explanation of changes to routines and clear instructions for tasks
- ensuring that the child is taught a means of communicating wants and needs using sign, symbol or spoken language, working with a member of staff
- Ensure that a member of staff is able to provide a structured programme of support to facilitate group/class integration e.g. social scripts
- having an individual workstation within a teaching space where distractions can be kept to a minimum and everything needed for the work to be done can be organised in sequence, and
- ensuring that all staff are briefed on the warning signs which may indicate potential behaviour challenge and on a range of activities which provide effective distraction if used sufficiently early

This means unless the LA are assured that there is incompatibility with the efficient education of others and there are no reasonable steps that could be taken to remove the incompatibility, then mainstream must be named in line with parental preference.

Special Schools

Children and young people and their families do not have the right to a special school placement, the LA cannot refuse admission to a special school on the basis that the school is "full". However, the incompatibility test mentioned above can be used when a request is made by a parent for a special school. However, the LA would require evidence from the special school to support this assertion. The type of evidence required is listed below (not exhaustive)

- A detailed plan of the classroom where the child in question would be best placed in.
- A detailed profile of every pupil that the child in question would meet daily and an explanation on how the admission of an additional pupil would cause incompatibility.

As we have described above even where incompatibility can be demonstrated "reasonable steps" to remove the incompatibility must be considered. In such situations reasonable adjustments may include moving classes around the school or adjusting/removing classroom furniture and equipment.

Special schools can rely on the fact that a placement may not be suitable to meet a child or young person's special educational needs or that they cannot make the required level of provision. For many cases this will be relatively straight forward to demonstrate as the LA has produced a detailed admissions document.

How do SEN Make the decision when a parent requests more than one school?

The panel reviews the requests and determines if the schools have responded setting out how they cannot meet need based on the legislation the LA also considers factors such:

1. The Planned Allocation Number
2. The number of existing EHCPs within the cohort and year group the child would be in.
3. The closest school for the child
4. If the child is already in the school and their needs are being met
5. If the child has a sibling at the school and the next nearest school would be impossible for the parent to get both siblings to
6. Effective use of public funds including the cost to travel to school, if the LA is paying.

General Legislation

Discrimination

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers must also make reasonable adjustments by making physical alterations. Schools and local authority education functions are not covered by this last duty, but they must publish accessibility plans (and local authorities, accessibility strategies) setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.

Reasonable adjustments for disabled pupils (2012): Technical guidance from the Equality and Human Rights Commission Schools also have duties to make reasonable adjustments for disabled children and young people, to support medical conditions and to inform parents and young people if SEN provision is made for them.

Settings have duties to make reasonable adjustments for disabled children and young people.

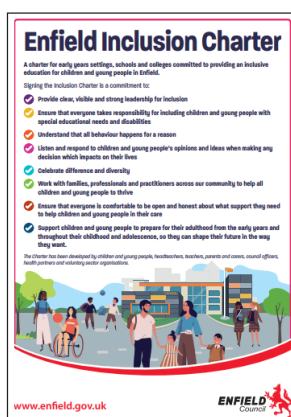
In meeting adaptations, the educational setting should consider what “reasonable adaptations” they can make to support the child for example:

- Changing a room for a subject, so that children with disability can access the room
- Having space in the playground that is quieter with more sensory space
- Having a room where children and young people can have the time to regulate or reflect
- Adapting materials or giving them in advance for the class
- Having an Inclusion plan that has flexibility to consider the needs of children with SEND
- Having a Behaviour policy that supports children with SEND and does not penalise them

1. Children and young people with SEND are valued, visible and included in their communities
2. Leaders are ambitious for children and young people with SEND
3. Leaders actively engage and work with CYP and families
4. Leaders have an accurate, shared understanding of the needs of CYP in their local area
5. Leaders commission services and provision to meet the needs and aspirations of children and young people

Equality and inclusion

Enfield has developed its own Inclusion Charter which has been signed up to by many schools.



Enfield wants to make certain that all children and young people can participate in mainstream schools for all the benefits that this brings, inclusion, community cohesion, the opportunity to thrive etc. Enfield has expanded; nurture groups, Special Resourced Provision, (ARPS) and Designated Units as well as expanding satellite settings with Special Schools.

The SEN Code of Practice is clear in relation to Inclusion and states the following:

Schools support pupils with a wide range of SEN. They should regularly review and evaluate the breadth and impact of the support they offer or can access. Schools must co-operate with the local authority in reviewing the provision that is available locally (Chapter 3) and in developing the Local Offer (Chapter 4). Schools should also collaborate with other local education providers to explore how different needs can be met most effectively. They must have due regard to general duties to promote disability equality.

All schools have duties under the Equality Act 2010 towards meeting the needs of individual children and young people with SEND. Schools must make reasonable adjustments, including the provision of auxiliary aids and services to support children and young people to prevent them from being put at a substantial disadvantage to their learning and participation in the community of the school.

The duties are anticipatory. This means that one must give thought in advance to what children and young people with SEND might require and what adjustments might be needed to prevent that disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.

School should consider how the child is supported to transition into the next phase of their education or life skills.

How the school and family and professionals can support the child or young person to thrive, and make progress at their crucial phase of transition.

Interested in having an ARP, Unit or Inclusion Hub?

Children and young people receive the support, in the right place at the right time

Children and young people are well prepared for their next steps and achieve strong outcomes

Children and young people with SEND are valued, visible and included in their communities

Applying to have a Local Authority commissioned provision or group in your school

1. Nurture Groups
2. Special Resourced Provision (ARPs), Designated Units
3. SLRBS
4. Deaf Resource Bases (DRB)

The Local Authority would welcome applications for ARPs and Units and there is an application process for this. Please contact the SEN Advisor or Head of SEN for further details

School Funding

School Funding is set out as follows by the DfE in their guidance: The notional SEN budget for mainstream schools: [operational guidance](#).

The funding arrangements to support and enable CYP with SEND to achieve their outcomes varies according to the type of provision the CYP has been placed.

In line with the national framework, the Table below details the funding arrangements for the different types of provision B.

Table 2: Types of Provision to meeting varying level of need

Type of Provision	Management	Delivery	Funding Arrangements	
Mainstream Provision	Mainstream Schools		Up to £6,000 by school* Top up by LA	EHCP
Intervention e.g. Nurture Groups	Dependent upon Commissioning arrangements			Lump sum
Mainstream ARP	Mainstream Schools		Agreed Place Funding	Place Plus *
Mainstream Special Unit	Mainstream Schools		Agreed Place Funding	Place Plus *
Special ARP in mainstream	Special & Mainstream Schools		Agreed Place Funding	Place Plus *
Satellite	Special Schools		Agreed Place Funding	Place Plus *
Special - In-borough	Special Schools		Agreed Place Funding	Place Plus *
Special – Independent / Out of borough	Local Authority	Provider	Agreed Place Funding	EHCP – Individually agreed

* Mainstream schools are required to meet up to £6,000 support from their delegated budget for pupils with SEND. With the Schools Forum's agreement, local arrangements enable, as part of the budget setting process, to delegate additional money to schools with above average expected number of pupils with EHCPs to offset the cost of the number above the school's average.

** Each place is funded as follows by the Local Authority: £6,000 if pupil on the school's roll or £10,000 for a vacant for a place, plus an agreed amount of top up for pupils with EHPC placed at the provision.

Who to contact?

Complaints Procedure

The SEN Service understands sometimes that there is a need to complain and we want to know if we get things wrong. It is only by knowing that we will improve and do better.

Below is the SEN Team information and the escalation processes.

SEN TEAM Contacts

You can find a full list of all the teams within the SEN Services (including managers) in Appendix 4.

The SEN Service comprises of 4 teams in the Statutory SEN Service

1. Statutory Assessment Team
2. Looked After Children and Vulnerable Groups Team
3. Annual Review Team
4. Post 14 Team

Communicating with Statutory SEN Services

If you already have a SEN officer then please contact the officer for queries about a child or young person **(Please do not cc in the SEN inbox)**

If you do not have a SEN officer allocated, or you need information, then please contact the front door SEN inbox. **(The SEN inbox receives hundreds of enquiries a day and if they are cc'd into all emails vital queries are missed).**

The SEN Service gives itself 5 days in which to respond to emails. We do however try to respond before 5 days.

If you are unable to contact the Officer and they are not responding then please follow the escalation process below. Due to the large volume of emails received in the service **it is not helpful** to cc others into the email as it takes up valuable time.

SEN officer → SEN team Leader → SEN Manager → Head of SEN

Director of Education → Executive Director

Emails:

All emails are firstname.surname@enfield.gov.uk

All new Statutory EHC Needs Assessment (EHCP requests) go to: EHCPrequests@enfield.gov.uk

All Annual Review enquiries to: SENannualreviews@enfield.gov.uk

All Phase transfer enquiries to: SENphasetransfer@enfield.gov.uk

All Preparing for Adulthood requests to: (Year 10 upwards) PFA@enfield.gov.uk

General enquires go to: SEN@enfield.gov.uk

Previous Guidance Issued

- Ordinary Available Provision
- SEND Strategy
- Guidance on Part-time timetables
- Admissions Criteria for Special Schools
- Inclusion Charter
- Outreach offer
- [School Funded ARP Guidance](#)
- Intimate Care and Hygiene
- Autism Inclusion Guidance
- Support in the classroom
- [ARP & Unit Application](#)

Upcoming Guidance

- Case Study Practice
- Virtual Complex School
- Parent version of “Ordinary Available Provision”
- Enfield Speech, Language and Communication Directory of Services and Provision Map

Version 1 January 2023

Next Review January 2024

Appendix 1

Directory of local SEND Services

	Support	Contact
A	Area SENCOs	Julia.hide@enfield.gov.uk
	Attendance Support Unit	Tuition-ASUreferrals@westleaschool.co.uk
C	CAMHS	Child and Adolescent Mental Health Service (CAMHS) 020 8702 3000 beh-tr.enfieldcamhs@nhs.net
	Children's Centre	www.ccenfield.org
E	Early Years SEN Support	Julia.hide@enfield.gov.uk
	Early Years Speech and Language Team	Tel: 020 8702 5226 Maureen Jarvis maureen.jarvis3@nhs.net Cherry Cornell Cherry.Cornell1@nhs.net Early Years Speech and Language Therapy
	EASA	https://www.enfieldasa.org.uk/ admin@enfieldasa.org.uk
	ECASS	www.ecass.org.uk ecass@enfield.gov.uk ecasspanel@enfield.gov.uk
	Educational Psychology Service	Educational Psychology Service (EPS) Enfield Council eps@enfield.gov.uk
G	GPs	Find a GP - NHS (www.nhs.uk)
H	Health Checks	0-19 menu page (enfield.gov.uk)
	Health: Speech and Language Clinical Leads	Enfield Speech and Language Therapy (SALT) Service Judy Sleat: Judy.sleat@nhs.net Eleanor Leaser: Eleanor.leaser@nhs.net
J	Joint Service for Disabled Children: Cheviots children's disability service.	cheviots@enfield.gov.uk

L	Language and Social Skills	Julia Hide Julia.Hide@enfield.gov.uk EYSI@enfield.gov.uk
N	Nurture Groups	EYSI@enfield.gov.uk
P	Parent groups: SENDIASS and Our Voice	SENDIASS: sendiassenfield@centre404.org.uk Our Voice: https://www.ourvoiceenfield.org.uk/
S	Safeguarding Lead	Daniella.Lang@enfield.gov.uk
	SEN Advisor	Contact Smeeta Modasia/Sarah Kennedy smeeta.modasia@enfield.gov.uk sarah.kennedy@enfield.gov.uk
	Special Schools Outreach	Contact each individual school Special Schools Outreach Flyer
	Speech and Language Resource Bases	Cigdem Alkan – Local Authority SLRB Manager: Cigdem.Alkan@enfield.gov.uk
	Secondary Behaviour Support Service	Behaviour support service Enfield Council
	SLCN: Targeted Support for school age children with speech sound difficulties, stammering, voice difficulties selective mutism and eating difficulties	Enfield Speech and Language Therapy (SALT) Service Judy.Sleat@nhs.net Eleanor.Leeser@nhs.net
	SWERRL (Primary Behaviour Support)	Behaviour support service Enfield Council Office.BSS@enfield.gov.uk
V	Virtual School for LAC	https://traded.enfield.gov.uk/thehub/information/supporting-looked-after-children

Appendix 2

Summary of EHCNA Panel Criteria and Considerations

Evidence of SEND & attainment levels:

1. Does the child or young person have:
 - a) a **significantly greater difficulty in learning** than the majority of others of the same age?
or
 - b) a **disability which prevents or hinders** him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions?

Need for educational or training provision:

2. Does the child or young person need **educational or training provision** that is additional to, or different from, that made generally for others of the same age in:
 - a) mainstream schools in England?
 - b) maintained nursery schools in England?
 - c) mainstream post-16 institutions in England?or
 - d) places in England at which relevant early years education is provided?

Parent/carer involvement:

3. Has the setting involved the child/young person and their parent/carers in the decision making?

Agencies Involvement:

4. Has the setting made use of all of the appropriate universal services available to CYP in Enfield?
5. Have all of the relevant and available professionals/practitioners with specialist knowledge and expertise to meet the needs of the child or young person been involved?

For example, has the educational setting implemented recommendations from the Area SENCO team, EASA, the Hearing Impairment Service, Joseph Clarke Visual Impairment Service or from ECASS. These recommendations may be provided through whole school training/consultation or at an individual child level. In most cases the school will have involved an Educational Psychologist.

6. Is there evidence through the IEPs that the advice from external agencies has been implemented and reviewed?

Evidence of graduated response:

7. Is the setting able to evidence how they have implemented the provision and has the effectiveness of the support and interventions and their impact on CYP's progress been reviewed against short and long term outcomes?

This should be over at least 2 cycles of the assess, plan, do and review process (requests should include 3 IEPs: 2 IEPs will have been reviewed and the third with updated outcomes and provision).

8. Despite the setting having implemented a graduated approach, which includes taking relevant and meaningful steps to identify, assess and meet a CYP's special educational needs have they not made expected progress or any progress is contingent on special educational provision?

Provision in place & Annual spend:

9. Has the setting made full use of their notional SEN funding of £6,000?
10. Has the setting included a correctly fully costed, evidence-based, Provision Map?

Exceptional circumstances

11. Examples of exceptional circumstances which may be considered are:
 - a) CYP who have arrived in the Local Authority recently where there is clear evidence of severe and complex needs;
 - b) CYP who have significant, long-lasting and urgent need arising from a sudden deterioration or onset of a medical condition or accident;
 - c) CYP whose families, for some reason, have not accessed the relevant services;
 - d) Very young children with profound, multiple, and complex needs.
12. In addition to the three questions about process and exceptionality of need, where the young person is over 18, the EHCNA Panel would specifically consider:
 - a) The young person requires additional time, in comparison to peers to complete their education or training;
or
 - b) A young person who has been supported through the local offer and needs an EHC Plan for moving to a further education placement

Enfield Education, Health and Care Needs Assessment Panel Criteria

1. The majority of children and young people (CYP) with SEN or disabilities will have their needs met within local mainstream early years settings, schools or colleges.
2. Some CYP may require an **Education Health and Care Needs Assessment** (EHCNA) in order for the local authority to decide whether it is necessary for it to make provision in accordance with an **Education Health and Care Plan** (EHCP).

Legal test and criteria for EHCNA.

3. The Children and Families Act 2014 (s.36) sets out the legal test for when a Local Authority must conduct an EHCNA.

In summary it states the local authority must secure an EHCNA for the CYP if, after having regard to any views expressed and evidence submitted, the authority is of the opinion that:

(a) the CYP has or **may have special educational** needs

and

(b) **it may be necessary for special educational provision** to be made for the CYP **in accordance with an Education Health and Care Plan (EHCP).**

4. The Special Educational Needs and Disability Code of Practice: 0 – 25 years... (2015) ¹ (referred here after as The Code of Practice) dictates the following:

'Local authorities may develop criteria as guidelines to help them decide when it is necessary to carry out an EHCNA. However, local authorities must be prepared to depart from these criteria.... [and] must not apply a 'blanket' policy to particular groups of children or certain types of need.'

5. In considering whether an EHCNA is necessary, The Code of Practice advises that 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 CYP **has not made expected progress**. To inform their decision the local authority will need to take into account a wide range of evidence, and should pay particular attention to:
 - a) evidence of the CYP's academic attainment (or developmental milestones in younger children) and rate of progress.
 - b) information about the nature, extent and context of the CYP's SEN.
 - c) evidence of the action already being taken by the early years provider, school or post-16 institution to meet the CYP's SEN.
 - d) evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided.

1

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

- e) evidence of the CYP's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies, and where a young person is aged over 18, the local authority must consider whether the young person requires additional time, in comparison to the majority of others of the same age who do not have special educational needs, to complete their education or training. Remaining in formal education or training should help young people to achieve education and training outcomes, building on what they have learned before and preparing them for adult life.

Enfield Criteria

6. Enfield has developed a local criterion to support decision making by Enfield's EHCNA Panel.
7. The **EHCNA should not normally be the first step in the process**, rather it should follow on from planning already undertaken with parents/carers, CYP in conjunction with an early years provider, school, post-16 institution or other provider.
8. In a very small minority of cases CYP may demonstrate such significant difficulties that a school or other provider may consider it impossible or inappropriate to carry out its full chosen assessment procedure. For example, assessment which shows the CYP to have severe sensory impairment or other impairment which, without immediate specialist intervention beyond the capacity of the school or other provider, would lead to increased learning difficulties.
9. Where a CYP is identified as having special educational needs (SEN), early years providers, schools and post-16 institutions should make relevant and purposeful action to identify, assess and meet the special educational needs of CYP through providing special educational provision². This SEN support should take the form of a **four-part cycle** through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the CYP's needs and of what supports them to make good progress and achieve agreed outcomes. This is known as the graduated approach. It draws on **more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of CYP**.
10. An EHCNA is triggered based upon **educational needs** and that CYP may have health and /or social care needs, however, this does not necessarily mean that an EHCNA is required and could be met through the following routes:
 - a) The Code of Practice and Supporting CYPs at School with Medical Conditions: Statutory guidance for governing bodies of maintained schools and proprietors of academies in England (2015)³ sets out what schools are required to do to meet the needs of children who have health needs attending school.
 - b) For some CYP there may be housing, family or other domestic circumstances contributing to their social and emotional presentation. For this group of children, a multi-agency approach supported by the use of approaches such as the Early Help Assessment should be adopted. (see below for further information).
11. The EHCNA Panel must consider if the child or young person may have:

² Special Education Provision is provision different from or additional to that normally available to pupils of the same age

³ <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

12. a significantly greater difficulty in learning than the majority of others of the same age,

or
13. a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
14. Low attainment **does not** automatically indicate a need for an EHNCA as the progress made may still represent adequate progress relative to the CYP's ability.
15. The EHCNA Panel must then consider if the child or young person needs educational or training provision that is additional to, or different from, that made generally for others of the same age in:
 - a) mainstream schools in England;
 - b) maintained nursery schools in England;
 - c) mainstream post-16 institutions in England;or
 - d) places in England at which relevant early years education is provided.

Consideration – Assessment of need

16. In identifying a child or young person as needing SEN support in early years settings⁴ or school. The early years practitioner, the class or subject teacher, working with the setting SENCO and the CYP's parents/carers, should carry out a clear analysis of the CYP's needs. This should draw on the early years practitioner's or teacher's assessment and experience of the CYP, their previous progress and attainment, as well as information from the setting's core approach to CYP progress, attainment, and behaviour. It should also draw on the individual's development in comparison to their peers and national data, the views and experience of parents/carers, the child or young person's own views and, if relevant, advice from external support services. Settings should take seriously any concerns raised by a parent/carer. These should be recorded and compared to the setting's own assessment and information on how the CYP is developing.
17. This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a child or young person responds to an intervention can be the most reliable method of developing a more accurate picture of need.
18. In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the educational setting to help inform the assessments. Where professionals are not already working with education staff the SENCO should contact them if the parents/carers agree.

⁴ Some children need support for SEN and disabilities at home or in informal settings before, or as well as, the support they receive from an early years provider.

19. The educational setting should always involve a specialist where a child or young person continues to make little or no progress or where they continue to work at levels substantially below those expected of CYPs of a similar age despite evidence-based SEN support delivered by appropriately trained staff.

What the panel needs to specifically consider:

20. Has the setting involved the child/young person and their parent/carers in the decision making?
21. Have all of the relevant and available professionals/practitioners with specialist knowledge and expertise to meet the needs of the child or young person been involved?

For example, has the educational setting implemented recommendations from the Area SENCO team, EASA, the Hearing Impairment Service, Joseph Clarke Visual Impairment Service or from ECASS. These recommendations may be provided through whole school training/consultation or at an individual child level. In most cases the school will have involved an Educational Psychologist.

Consideration – Planning

22. Where it is decided to provide a CYP with SEN support, the parents/carers must be formally notified, although parents/carers should have already been involved in forming the assessment of needs as outlined above. The early years practitioner, teacher and the SENCO should agree in consultation with the parent/carer and the CYP the adjustments, interventions and support to be put in place, as well as the expected impact on progress, emotional / behavioural development, along with a clear date for review.
23. All early years practitioners, teachers and support staff who work with the child or young person should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system, through a provision map.
24. The support and intervention provided should be selected to meet the agreed outcomes identified for the CYP, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.
25. Parents/carers should be fully aware of the planned support and interventions and, where appropriate, plans should seek their involvement to reinforce or contribute to progress at home.

What the panel need to specifically consider:

26. Has the setting made use of all of the appropriate universal services available to CYP in Enfield?
27. Have external agencies been regularly involved, provided specialist assessment and advice over time, which has led to more specifically focussed planning of provision?
28. Is the setting able to evidence how they have implemented the provision and has the effectiveness of the support and interventions and their impact on CYP's progress been reviewed against short and long term outcomes?

This should be over at least 2 cycles of the assess, plan, do and review process (requests should include 3 IEPs: 2 IEPs will have been reviewed and the third with updated outcomes and provision).

Consideration – implementation

29. The early years practitioner, class or subject teacher should remain responsible for working with the child /young person daily. Where the interventions involve group or one-to-one teaching away from the main group, class or subject teacher, they should still retain responsibility for the CYP. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the early years practitioner, class or subject teacher in the further assessment of the child's strengths and difficulties, in problem solving and advising on the effective implementation of support.

What the panel need to specifically consider:

30. Is there evidence through the IEPs that the advice from external agencies has been implemented and reviewed?
31. Is the child/young person making progress? Is any progress contingent on the provided special educational provision?

Considerations - Review

32. The impact and quality of the support and interventions should be evaluated, along with the views of the CYP and their parents/carers. This should feed back into the analysis of the CYP's needs. The early years practitioner, class or subject teacher, working with the SENCO, should revise the support considering the CYP's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and CYP.
33. Parents/carers should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

What the panel need to specifically consider:

34. Has the effectiveness of the support and interventions and their impact on the CYP's progress been reviewed?
35. Is there evidence through the IEPs that the advice from external agencies has been implemented and reviewed?
36. Has the setting made full use of their notional SEN funding?
37. Has the setting included a correctly fully costed, evidence-based, Provision Map?
38. Despite the setting having implemented a graduated approach which includes taking relevant and meaningful steps to identify, assess and meet a CYP's special educational needs they have not made expected progress or that any progress is contingent on special educational provision.

Consideration for assessment for child/young person with social, emotional and mental health needs

39. A delay in learning and development may or may not indicate that a child has SEN, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, concerns about emotional and behavioural presentation does not necessarily mean that a child has SEN. However, where there are concerns, there should be an assessment as part of a graduated approach to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or emotional wellbeing or mental health issues.
40. It is important that there is no delay in making any necessary special educational provision at the SEN Support stage. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning, impacting on mental health and behavioural presentation.
41. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate.
42. In all cases, early identification and intervention can significantly reduce the escalation of needs and improve the outcomes for the CYP.
43. Settings must also ensure that they have made reasonable adjustments to support a child with SEMH before a request for an EHCNA is made. Enfield promotes a trauma informed practice approach in schools and settings (through E-TIPSS) and this would involve an integrative system of provision that are underpinned by the following elements:
 - a) Provision of **structures, routines and rhythms** as children do better when they have a clear understanding of rules and when there is a degree of predictability in adults and environmental responses.
 - b) Provision of identified adults (caregivers) in the educational setting who can provide **safe relationship-based care** for CYP.
 - c) Caregivers are provided with **reflective supervision and support** so that they can develop their own self-monitoring skills and resources.
 - d) Caregivers have the training and capacity to accurately observe and read the emotional messages or needs underlying the CYP's behaviour and respond appropriately and in doing so provide '**attuned**' support. Caregivers would also make sure that the CYP regularly experiences enjoyable, fun and joyful interactions.
 - e) Support the development of **emotional regulation**, e.g. developing a vocabulary of emotions and physical states, education about the human alarm response and trauma triggers, normalising the experience of mixed emotions. A system of supportive interventions for frequently dysregulated CYP, e.g. a hall pass, a safe place for regulation and restoration, a whole school trauma informed approach to positive handling.
 - f) Support CYP to learn to **maintain optimal levels of arousal** and to expand their comfort zone and toleration of a range of emotional experiences.
 - g) Support the development of the **skills to build, maintain and repair connections with others**, e.g. circle of friends, restorative practice.
 - h) Support development of **executive functioning skills**, including the ability to evaluate situations, inhibit responses and make thoughtful decisions/choices.
 - i) Support the **development of a positive sense of self** through exploration and celebration of positive attributes, likes, values, opinions, family norms and culture.

Consideration for an assessment or making an EHC Plan for a young person beyond statutory school age

44. Most young people with significant SEN requiring an EHCNA will already have had their needs identified by their educational setting. However, by the age of 16 and above, there may be a range of circumstances which mean that a young person who previously did not require an EHC needs assessment or plan, would now benefit from this. These situations may include but are not limited to:
- a) young people whose needs have changed significantly, e.g. as a result of a road traffic accident, due to a degenerative condition or due to a newly identified or increasing mental health need;
 - b) young people who are not in education, employment or training (NEET). These young people may have had needs which previously had not been correctly identified and supported, e.g. young people who have 'fallen out of school' or have experienced emotionally based school non attendance;
 - c) young people who require additional time, in comparison to peers to complete their education or training.
45. The definition of special educational needs and provision is the same for young people as that for children of statutory school age. The questions which the EHC Panel considers for young people are similar to those for younger children:
- a) Evidence to indicate that the young person has a significantly greater difficulty than peers;
 - b) Has the young person had access to all the relevant resources available from education, universal and targeted health and social care services?
 - c) The setting can demonstrate using an assess plan, do and review cycle evidence of appropriately targeted assessment, support and review;
 - d) Has the setting coordinated the involvement of the young person, their parents/carers (where appropriate) and all the relevant professionals/practitioners with specialist knowledge and expertise in seeking to meet the needs of the young person?
46. **In addition to the three questions about process and exceptionality of need, where the young person is over 18, the EHCNA Panel would specifically consider:**
47. The young person requires additional time, in comparison to peers to complete their education or training;
- or
48. A young person who has been supported through the local offer and needs an EHC Plan for moving to a further education placement.

Arrangements for CYP people whose circumstances are exceptional and need to proceed to an EHC needs assessment

49. In very exceptional circumstances, CYP whose needs are clearly exceptional may need to progress to the EHCNA process more quickly. The actual assessment process will still take the same time as other assessments agreed normally, in accordance with statutory timescales.
50. Examples of exceptional circumstances which may be considered are:
- a) CYP who have arrived in the Local Authority recently where there is clear evidence of severe and complex needs;
 - b) CYP who have significant, long-lasting and urgent need arising from a sudden deterioration or onset of a medical condition or accident;

- c) CYP whose families, for some reason, have not accessed the relevant services;
- d) very young children with profound, multiple, and complex needs.

Document details

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Appendix 3

SEND partnership Case Study Template incorporating the New SEND OFSTED SEND Inspection Framework. ([OFSTED SEND Framework](#)) and you will see in the boxes above the kind of statements that should be considered.

Case Study for Pupils

Pupil initials	
DOB	
UPN	
LAC status	
SEN Category of NEED (Please tick appropriate box)	
Communication and Interaction <input type="checkbox"/>	
Cognition and Learning <input type="checkbox"/>	
Social, Emotional and Mental Health <input type="checkbox"/>	
Sensory & or Physical <input type="checkbox"/>	
What we did as a school to support the child or young person	
Chronology and timely response	
How did we meet the Child or Young Persons Needs and How do we know we met need?	
How did we engage with the child, young person and their family?	
How were managers were sighted on risks and areas for development?	
What other Teams did we work with and what impact did this have?	
What got better for families and CYP (include with supporting evidence/data)	
How the CYP is valued, visible and included in their community?	
Future work for the CYP (i.e. how is this being followed up or developed further?)	

Appendix 4

Structure charts

Organisational Structure Chart

Tony Theodoulou
Executive Director – People

Carol Watson Executive Support Manager

Denise Cook-Smith Business Manager

Anne Stoker
Director – Children & Families
Karen Buttle
Personal Assistant

Rashmi Patel

Head of Looked After Children & Care Leavers

Responsible for: Edmonton Contact Centre/Virtual School for LAC/
Looked After Children/Leaving Care/Fostering & Special Guardianship Orders/
Parenting Capacity Assessment Service

Mirjan Dharmo

Head of Joint Service for Disabled Children

Responsible for: Joint Service for Disabled Children/Early Intervention Support Service/
Short Breaks Service/Transition & Internship

Florah Shiringo

Head of Child Protection and Vulnerable Children

Responsible for: Emergency Duty Team/Assessment Service/MASH/Referral & Assessment
Teams/Domestic Abuse Service/Child Protection & children specialist support

Maria Anastasi

Head of Safeguarding & Business Support

Responsible for: Safeguarding & Quality Assurance/Business Support/Independent
Reviewing Officers/LADO/Child Protection Case Conferences/Family Group Conferences

Ivana Price

Head of Early Help, Youth People and Community Safety

Responsible for: Youth Offending Service/Youth Services/Community Safety/Anti-Social
Behaviour/CCTV – Public/Safety Monitoring/Domestic Violence/Prevent & Hate Crime/
Parent Support Service/Change & Challenge Early Help Triage

Ramasasi Ramasubramanian

Head of Access to Resources & Integrated Services

Responsible for: Access to Resources Integrated (children's placements)/integrated
services (children's finance), welfare benefits support and efficiency

Angela Bent

Head of Practice Improvement

Responsible for: Learning & Development Team (Adult & Children)/Workforce
Development/Principal Social Worker/Social Work Student Unit/Practice Leads/
Social Care Centre for Excellence/Sector Led Improvement

Peter Nathan
Director – Education
Sharon Thurbon
Personal Assistant

Lucy Nutt

**Head of School & Early Years
Improvement Service**

Responsible for: Schools & Early Years
Improvement/Children's Centres/
Post 16 Services

Barbara Thurgood

Head of Special Educational Needs

Responsible for: Special Educational Needs

Suzy Francis

**Principal EP/Head of Educational
Psychology & Emotional Wellbeing**

Responsible for: Educational Psychology/
Schools Emotional Wellbeing Service/
Primary Behaviour Support Service

Mervin Cato

Head of Behaviour Support (Secondary)

Responsible for:
Behaviour Support Service/Exclusions

Jo Fear

Head of Admissions & Education Welfare

Responsible for: School Admissions/Education
Welfare/Elective Home Education/Free School
Meal Eligibility

Neil Best

**Head of Education Resources
& Partnerships**

Responsible for: Schools Capital Delivery/
Pupil Place Planning/Maintained Schools
Maintenance/School Finance

Bindi Nagra

Director – Health & Adult Social Care

Connie Georgiou

Personal Assistant

Vicky Main

Head of Integrated Learning Disabilities Service

Responsible for: Integrated Learning Disabilities/
Occupational Therapy/Speech & Language/
Community Nursing/Psychology/Employment

Jon Newton

Head of Older People & Physical Disabilities

Responsible for: Hospital Discharge Team/Enablement
Service/MASH/Care Management Services

Sharon Burgess

Head of Safeguarding

Responsible for: Safeguarding all Enfield Residents/Mental
Capacity Act/Deprivation of Liberty Safeguarding/Quality
Assurance Framework
& Performance Improvement

Clare Duignan

Head of Mental Health

Responsible for: Rehabilitation & Community Support &
Recovery Teams/Early Intervention in Psychosis Team/
Enfield Crisis Resolution Homes Treatment Team/Complex
Care Team/Assessment Service/
Older People Community Mental Team

Doug Wilson

Head of Strategy & Service Development

Responsible for Procurement & Commissioning in
the following service areas: Older People & Physical
Disabilities/Integrated Learning Difficulties/Mental
Health/Carers/Accommodation/Supporting Families/
SEND/Public Health Commissioning – Sexual Health,
Substance Misuse, 0-19s Services, Health Checks

Dudu Sher-Arami

Director – Public Health

Dawn Atkins

Personal Assistant

Glenn Stewart

Assistant Director Public Health

Responsible for: Partnerships: NHS,
Health & Wellbeing Board/Making
Every Contact Count (MECC)/Mental
Wellbeing/Community Resilience
Development/Health Protection &
Screening Assurance/
Workplace Health, Healthy Ageing

VACANT POST

(Temporary Interim Imminent)

Children's Public Health

Responsible for: Children and Young
People – Obesity, Oral Health/Health in
All Policies (HiAP)/Public Health Training/
Immunisations Assurance/CDOP/
Behaviours: Sexual and Reproductive
Health, Youth Violence, Substance
Misuse and Tobacco Control

Gayan Perera

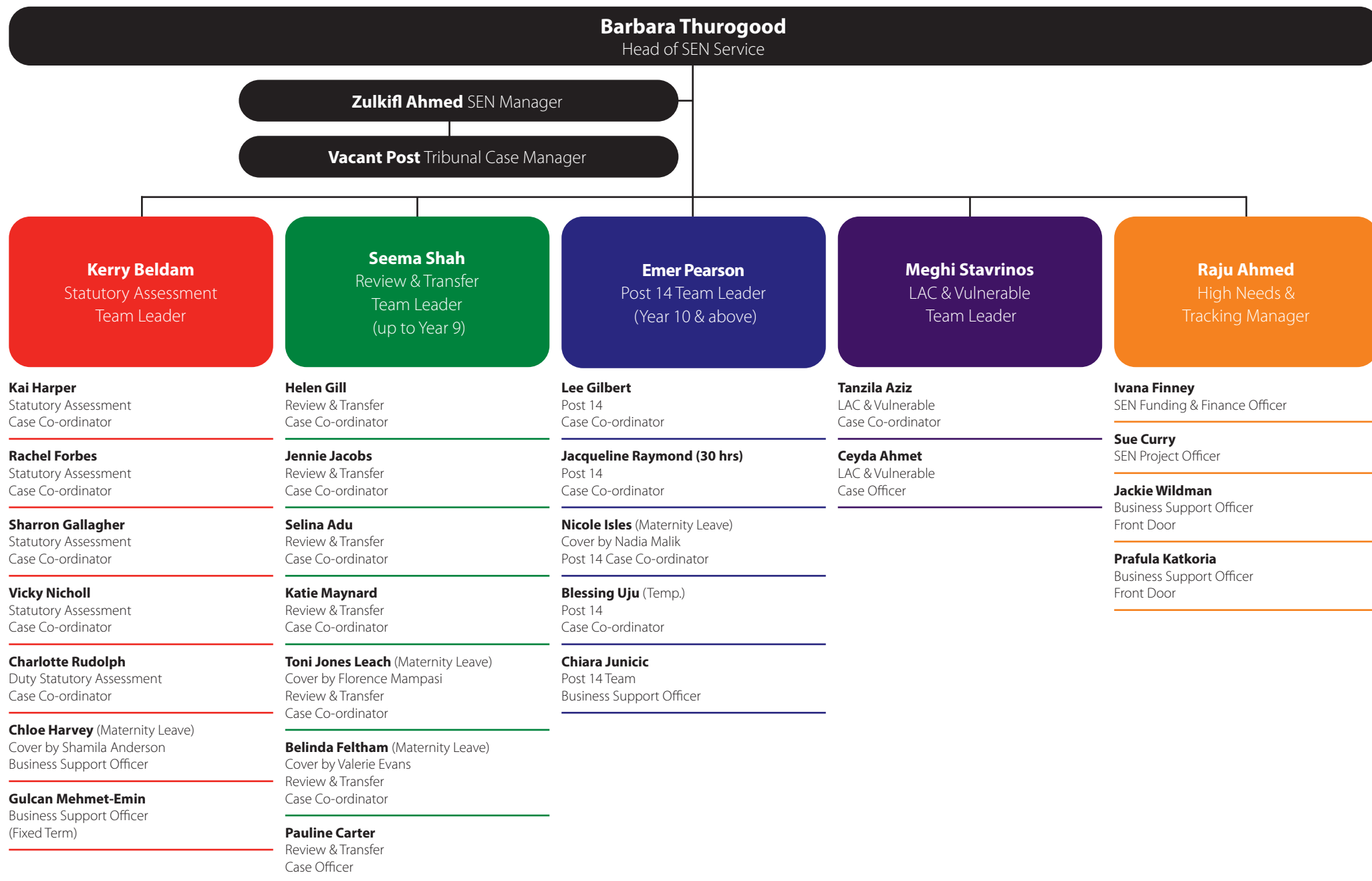
Health Intelligence

Responsible for: Joint Strategic Needs
Assessment (JSNA)/Pharmaceutical
Needs/Assessment (PNA) Predictive
Analysis/Health Economics Evaluation/
CCG Advice and MoU

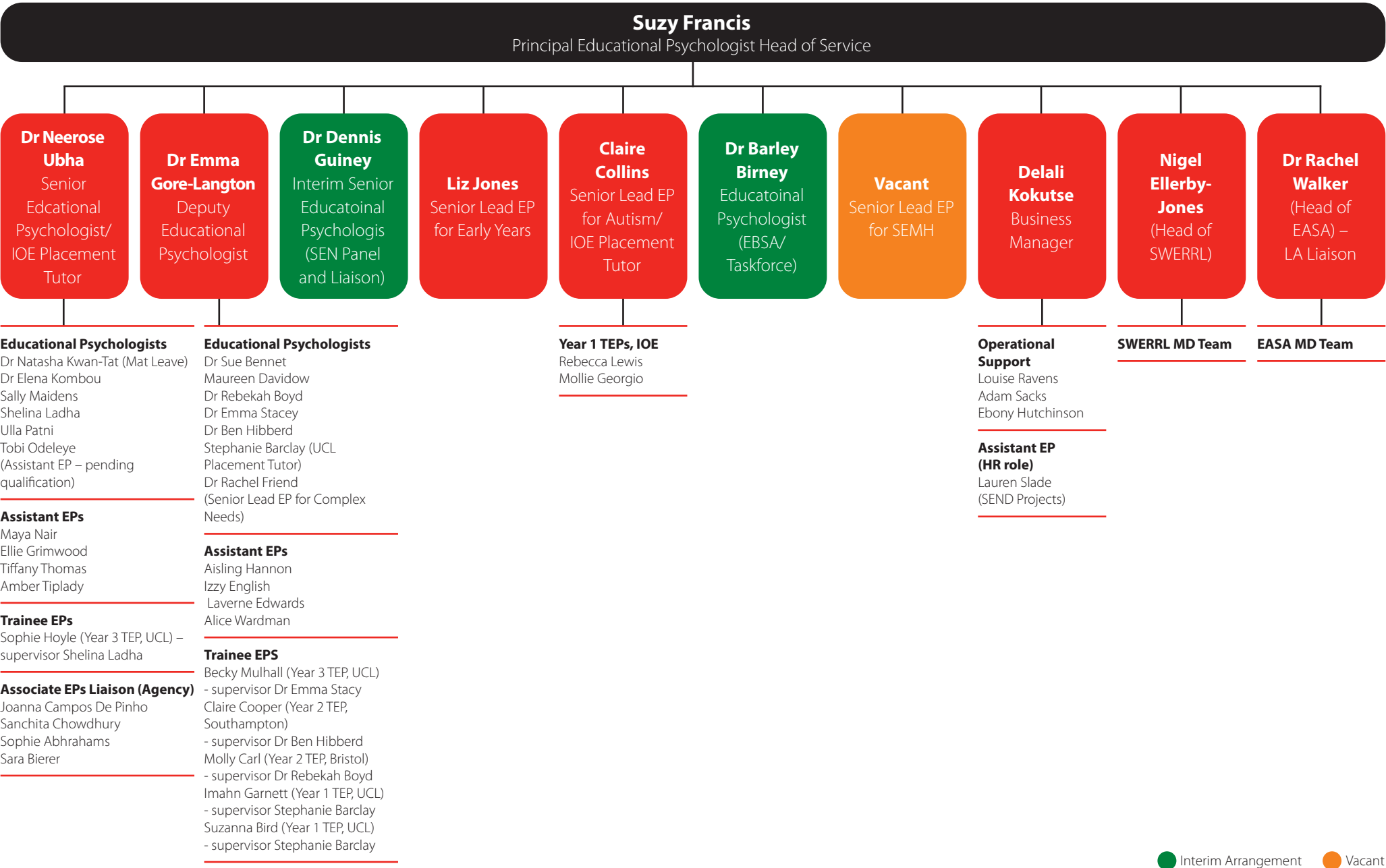
Education Structure Chart



SEN Service Structure Chart

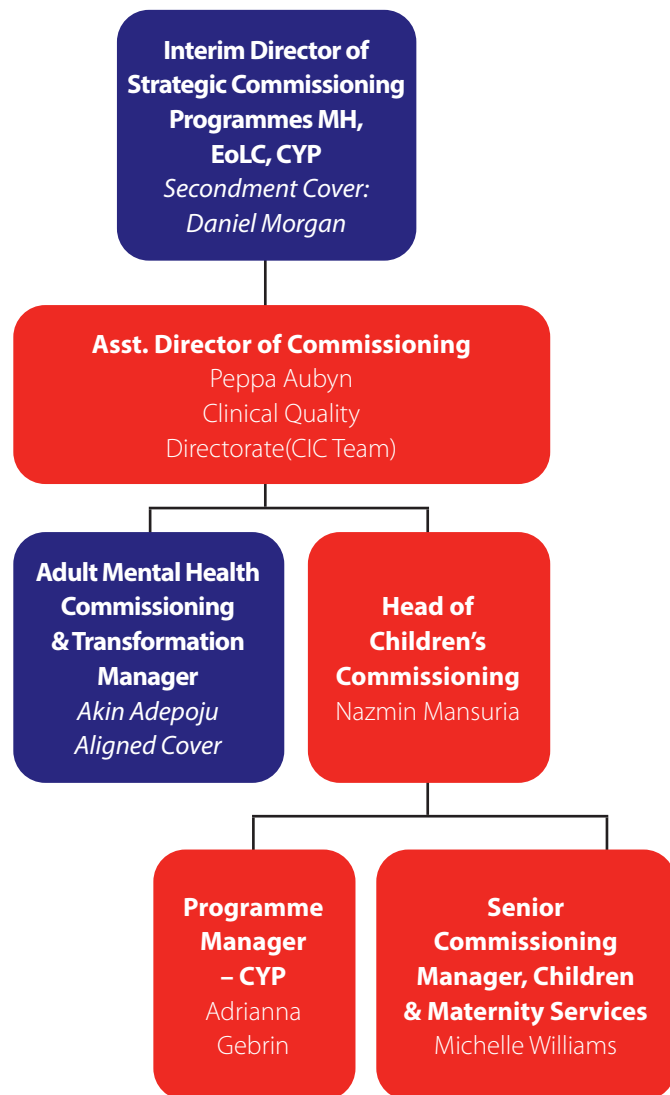


Educational Psychology Service Structure Chart

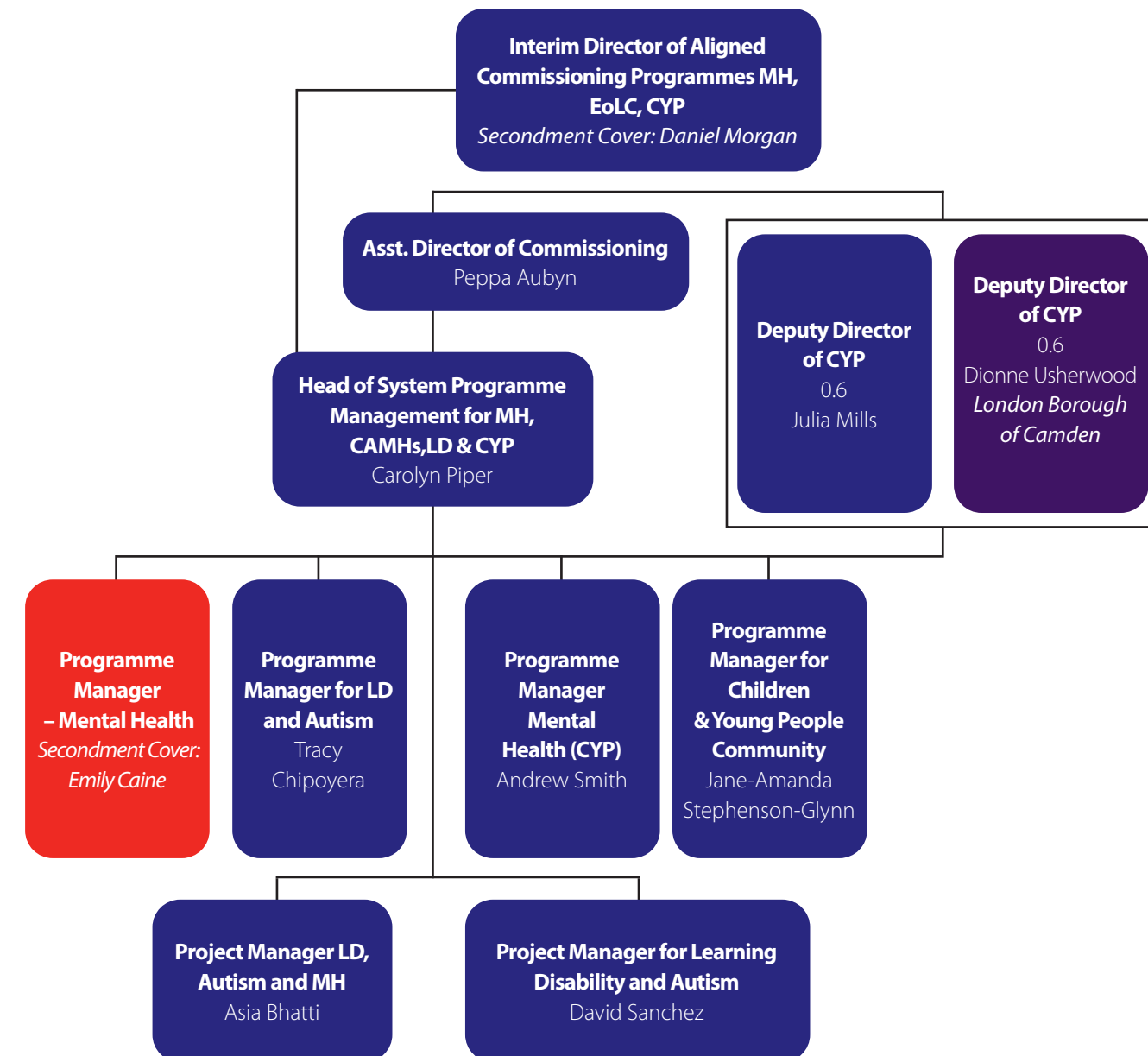


CCG Service Structure Charts

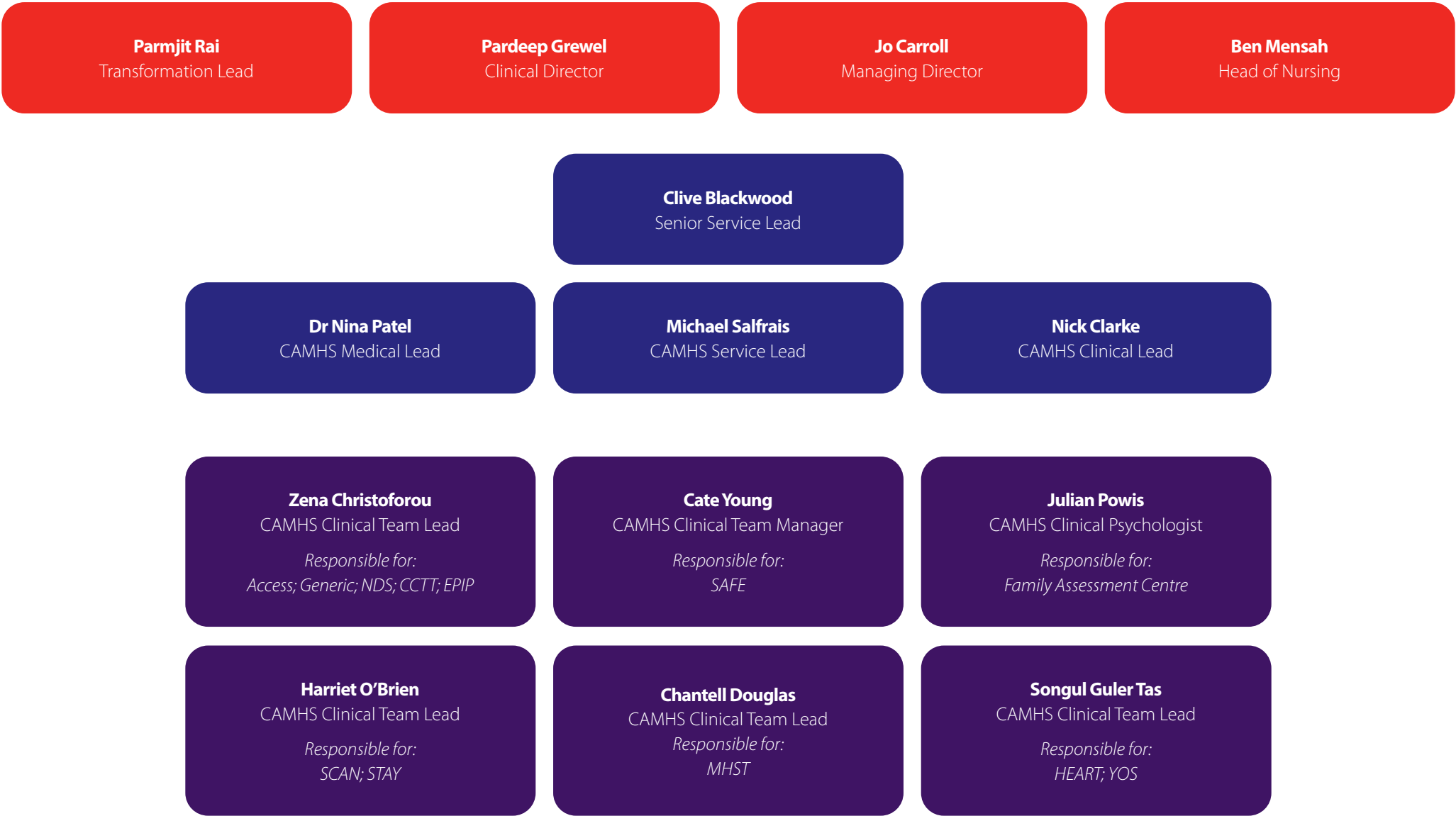
Enfield Aligned Commissioning



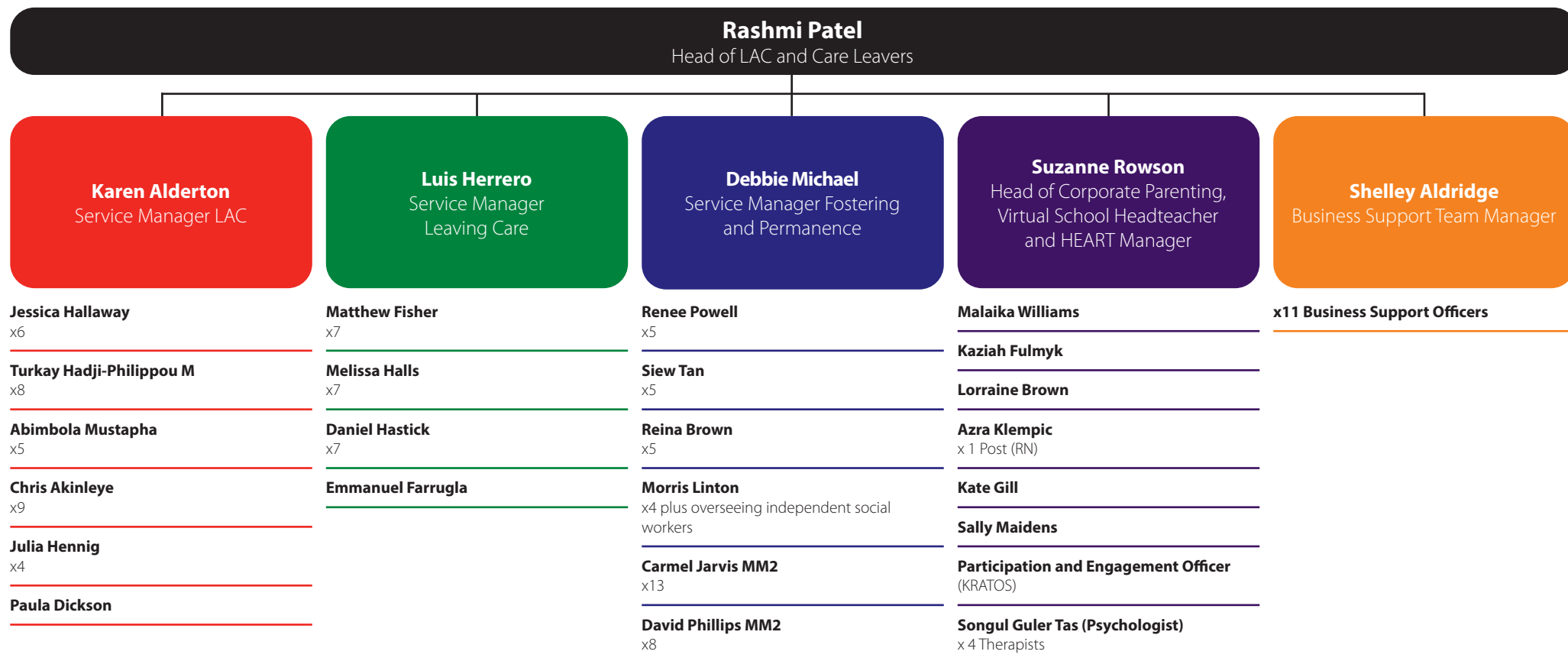
Aligned Commissioning Programmes CYP/LD/MH



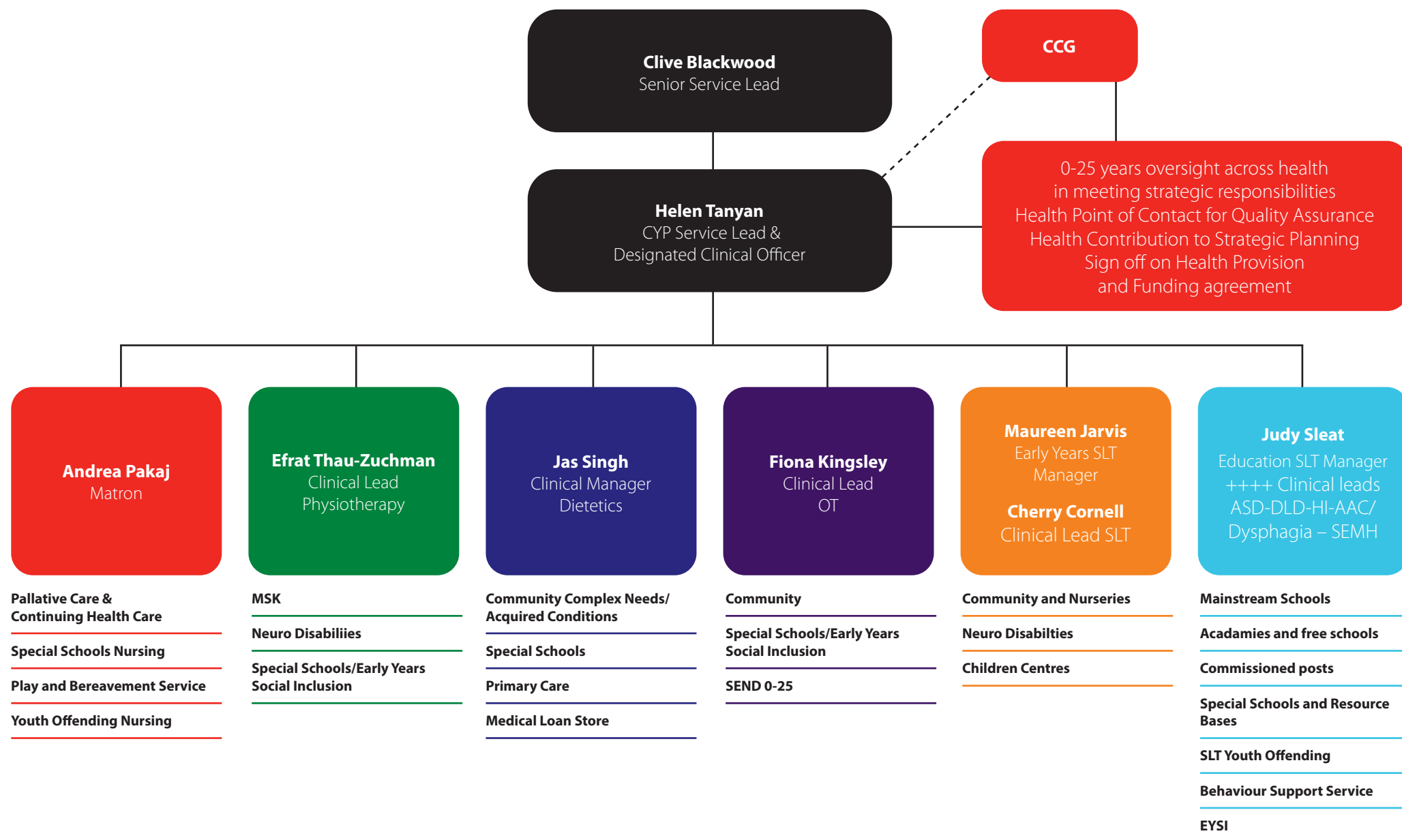
BEHMHT Service Structure Chart



LAC and Leaving Care Service Structure Chart



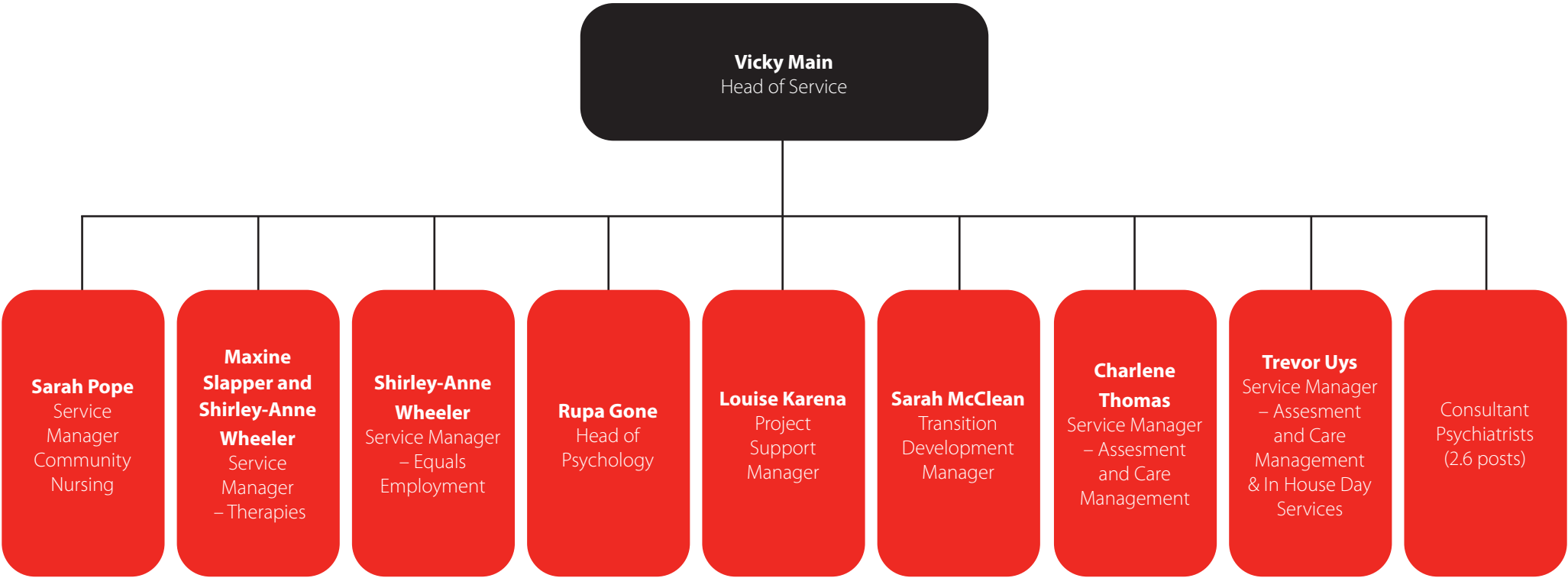
CYP Specialist Structure Chart



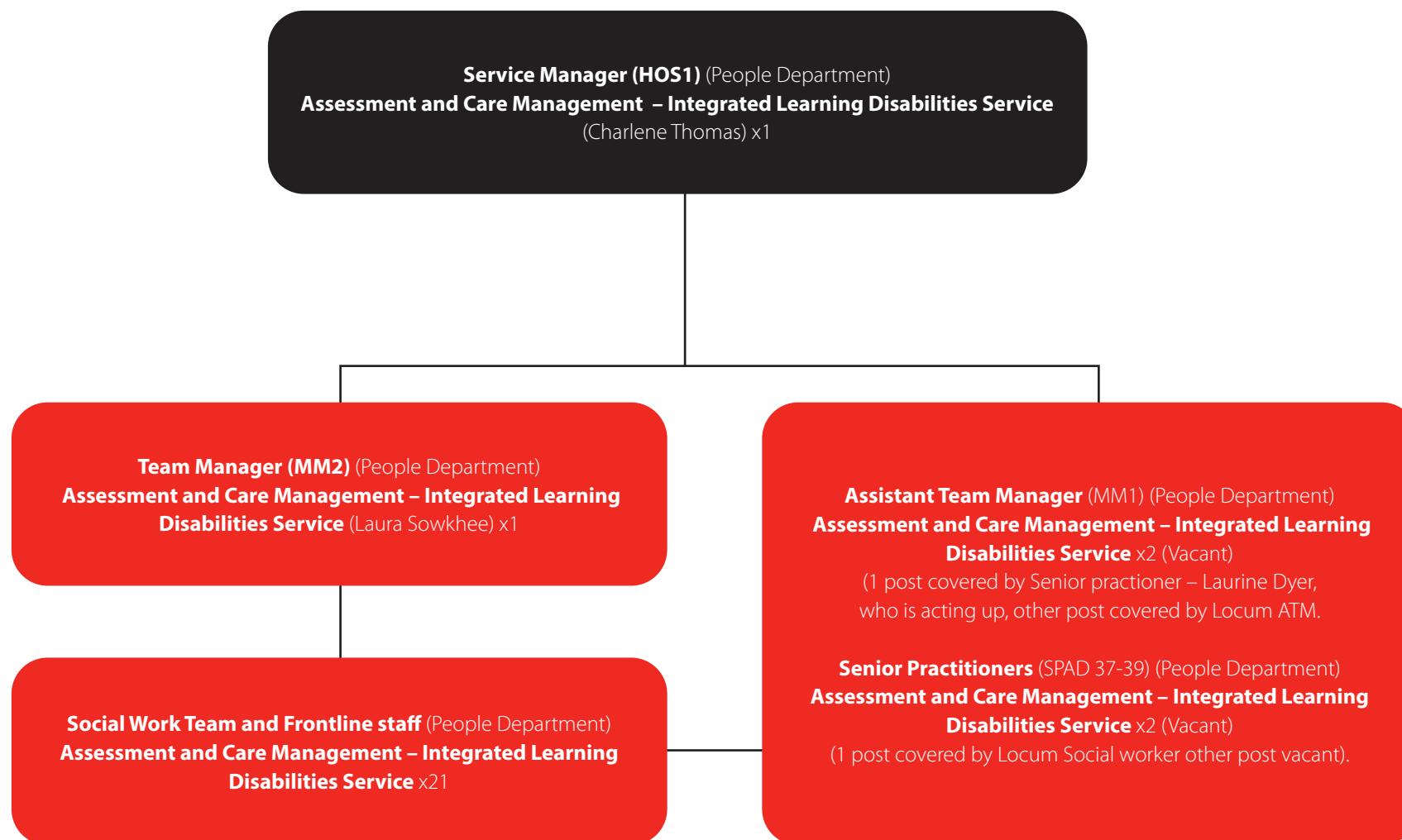
Children's Services Structure Chart



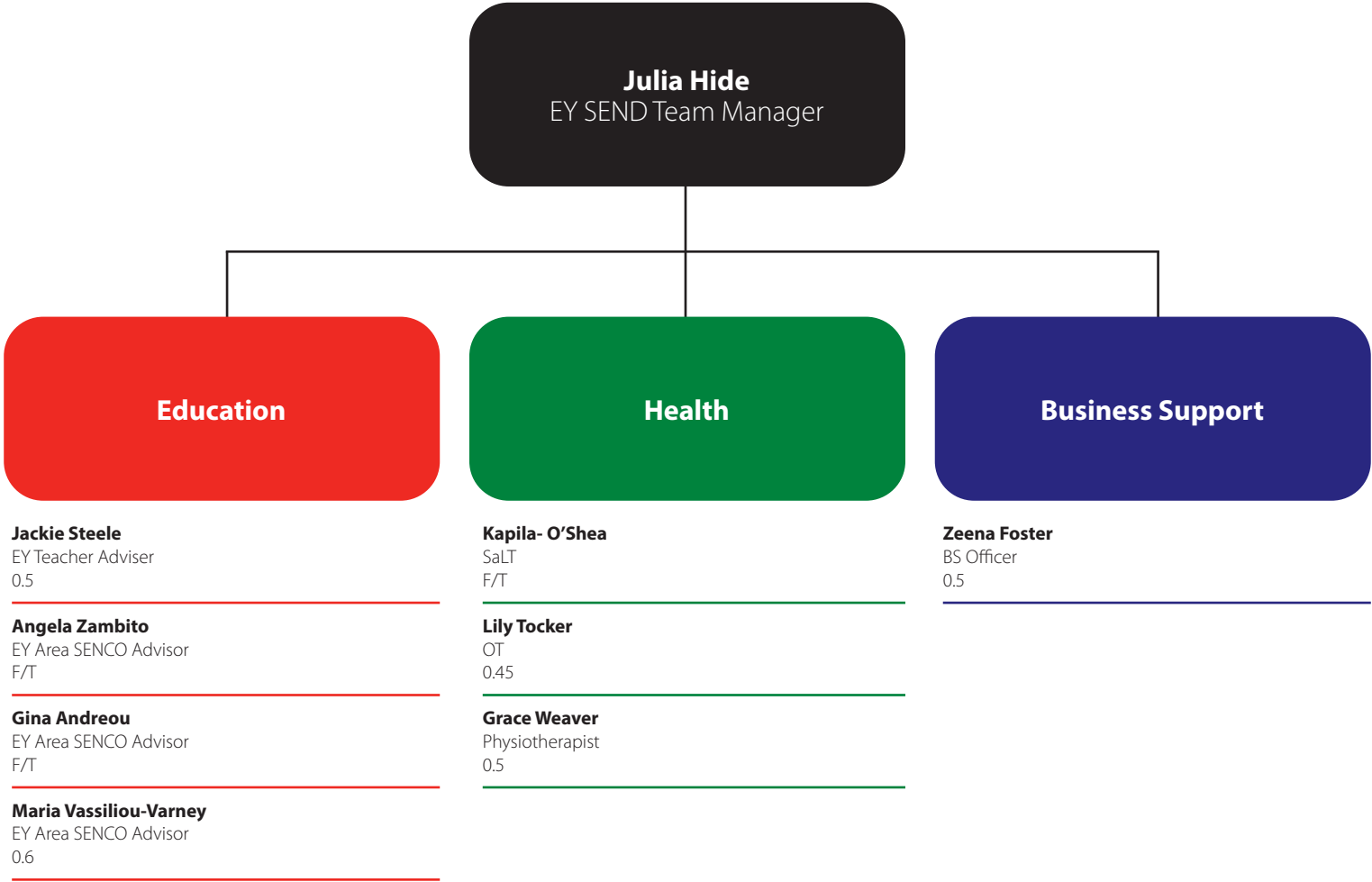
ILDS Management Service Structure Chart



Assessment and Care Management Structure Chart



EY SEND Team Structure Chart



ECASS Structure Chart

