

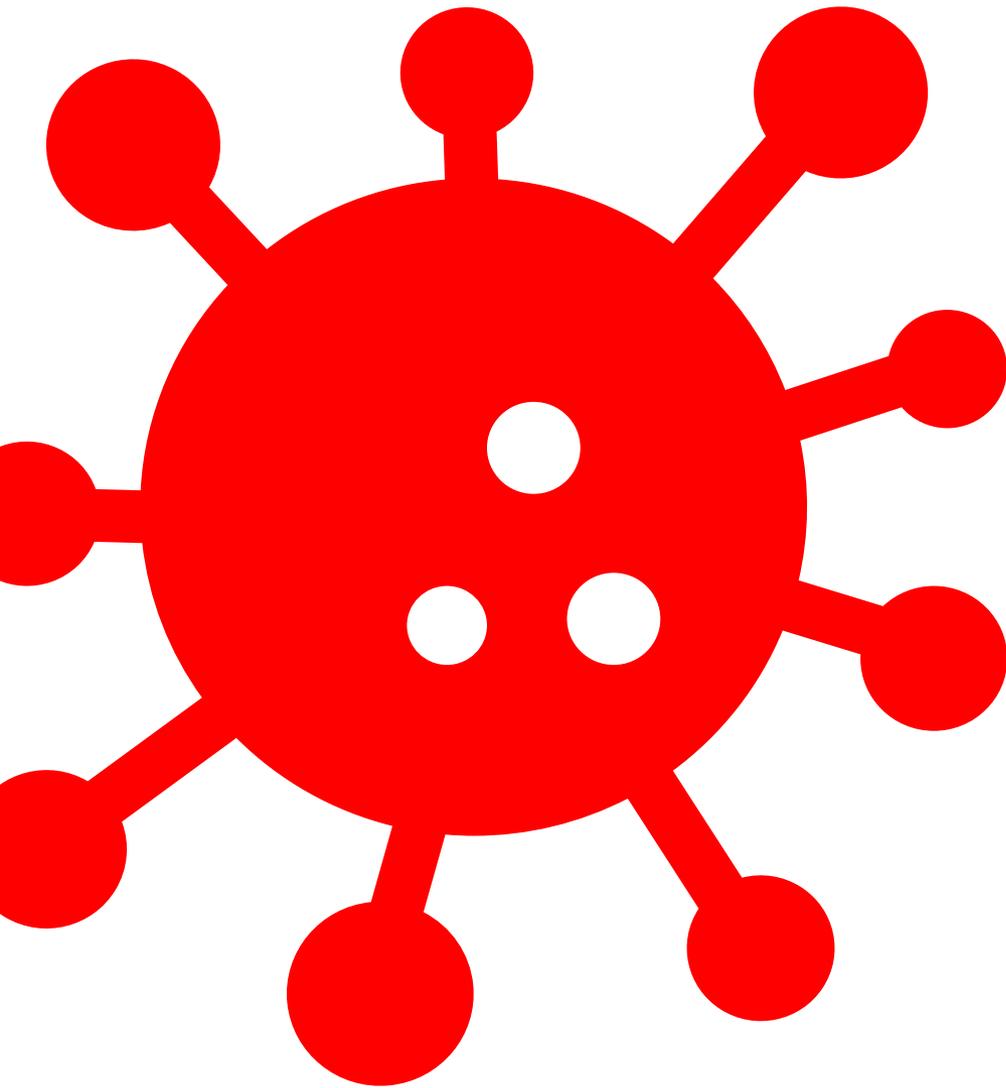


ENFIELD
EDUCATION
SERVICE

27.2. 2026

AGENDA

1. Welcome and updates
2. Measles update
3. School Inspections experience
4. Deprivation Indicators
5. Text Savvy Enfield – Reading - Moderation
6. Primary SIA SEND offer
7. School attendance
8. Restraint guidance
9. Russet House specialist curriculum guidance
10. Nexus update
11. London Food Purchasing Commitment
12. White Paper
13. AOB



Measles

Contents

- What is Measles?
- How is Measles spread?
- Signs, symptoms and common complications of measles infection
- Prevention

Measles

Symptoms of



rash



fever



loss of appetite



sore, red eyes



cough

Why is measles dangerous?



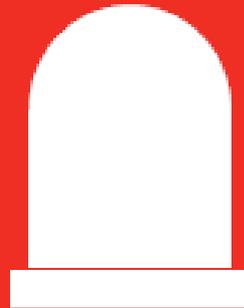
hearing loss



blindness



pneumonia



death

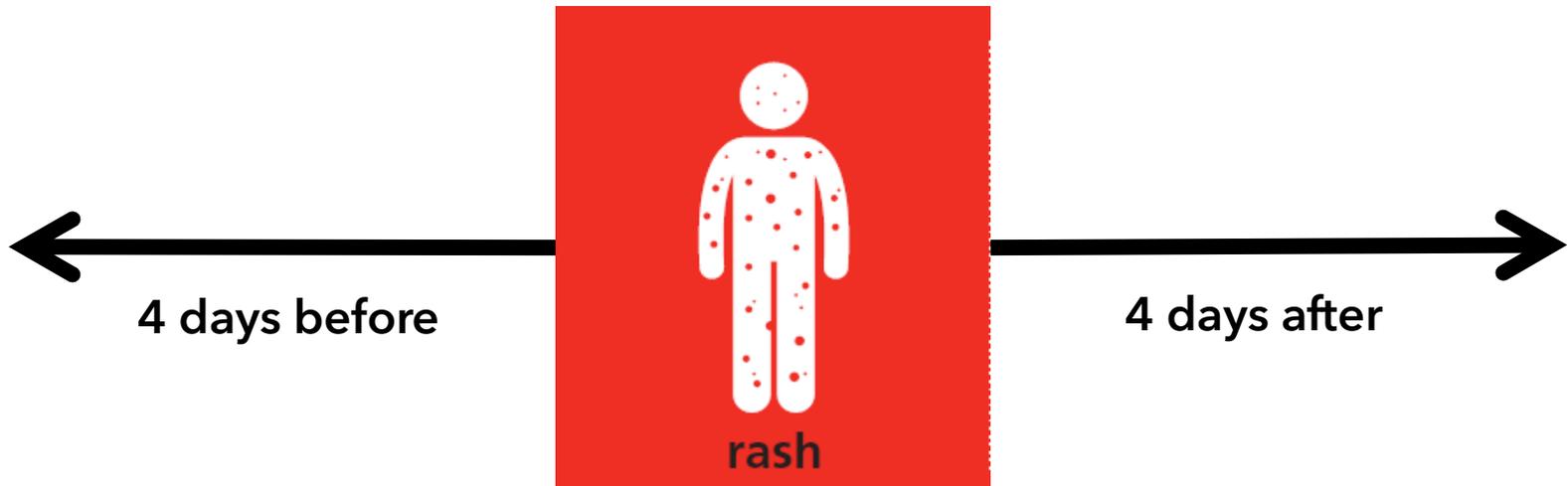


encephalitis



brain damage

How is it spread?

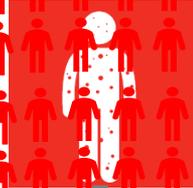


Measles is very contagious and serious in unvaccinated people

COVID-19



Measles



Measles is very contagious and serious in unvaccinated people

1 in 5,000 people with measles is likely to die.



How do we prevent measles?



2 doses of MMR vaccine provides lifelong protection

95% vaccination targets

Q&A?

Index of Multiple Deprivation (2025)

Update and changes from 2019 to 2025

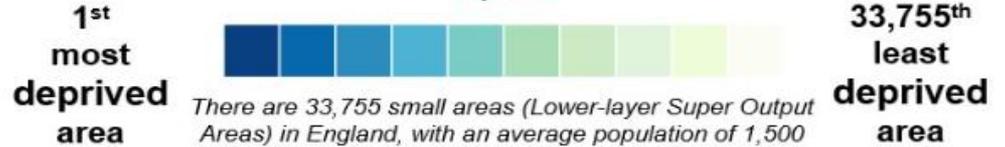
How does deprivation impact education?

- **Attainment Gap:** Children in poverty often start behind and fall further behind throughout their school careers.
- **Physical and Mental Health:** Hunger, poor nutrition, and lack of adequate clothing or school equipment hinder learning.
- **Absenteeism:** Higher rates of absence are common due to illness or family circumstances.
- **Reduced Opportunities:** Disadvantaged students are less likely to pursue higher education, with fewer than 20% of the poorest fifth of households graduating by age 26, compared to over 70% from private schools.
- **Systemic Pressures on Schools:** Teachers and staff are increasingly forced to act as social workers, providing food, uniforms, and equipment, which diverts resources and time away from teaching.
- **Emotional Well-being:** Students may experience bullying, low self-esteem, or anxiety due to their financial situation.

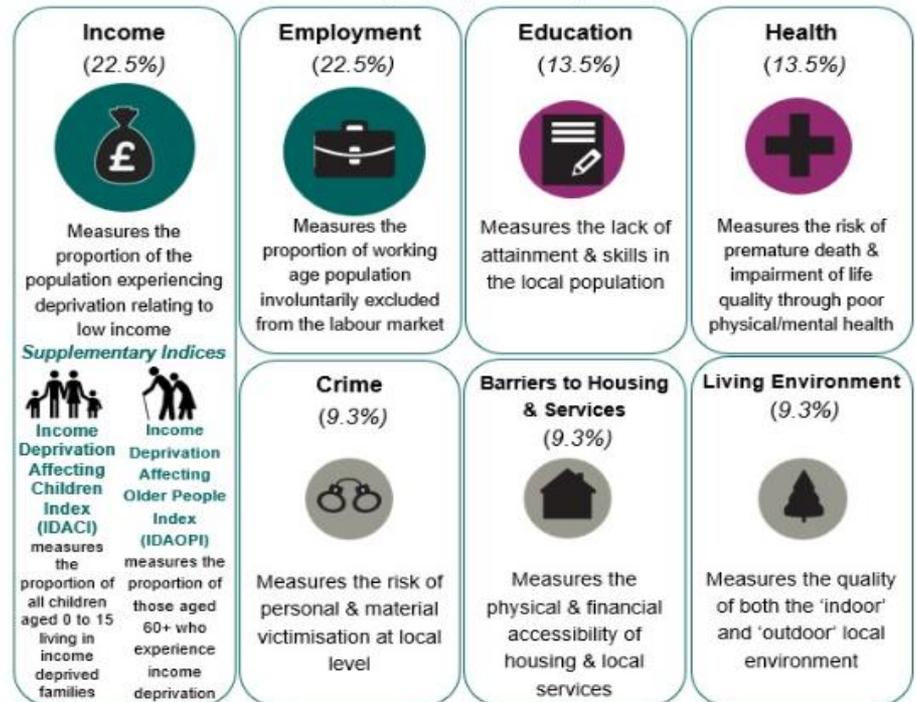
IMD components

Two primary domains (Income and Employment) collectively make up 45% of the IMD.

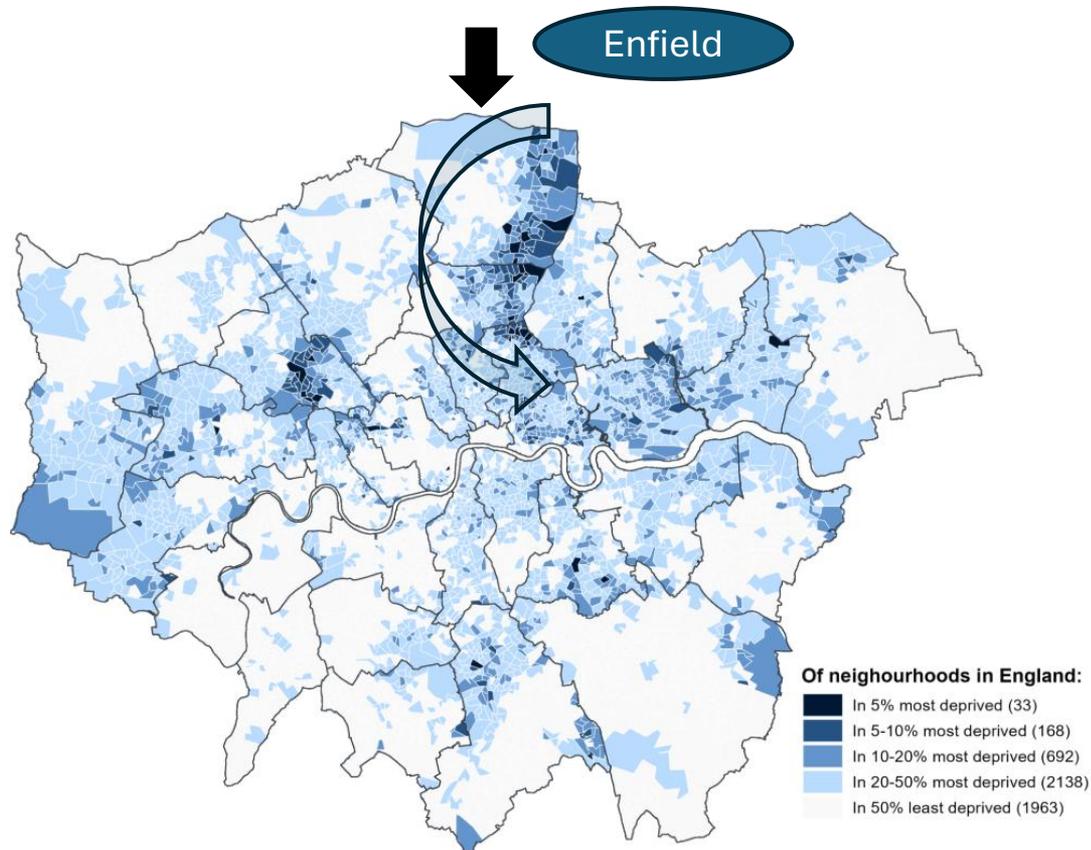
The Indices relatively rank each small area in England from most deprived to least deprived



There are 7 domains of deprivation, which combine to create the Index of Multiple Deprivation (IMD25):



Multiple deprivation (IMD25) in London by neighbourhood, grouped by different levels of severity



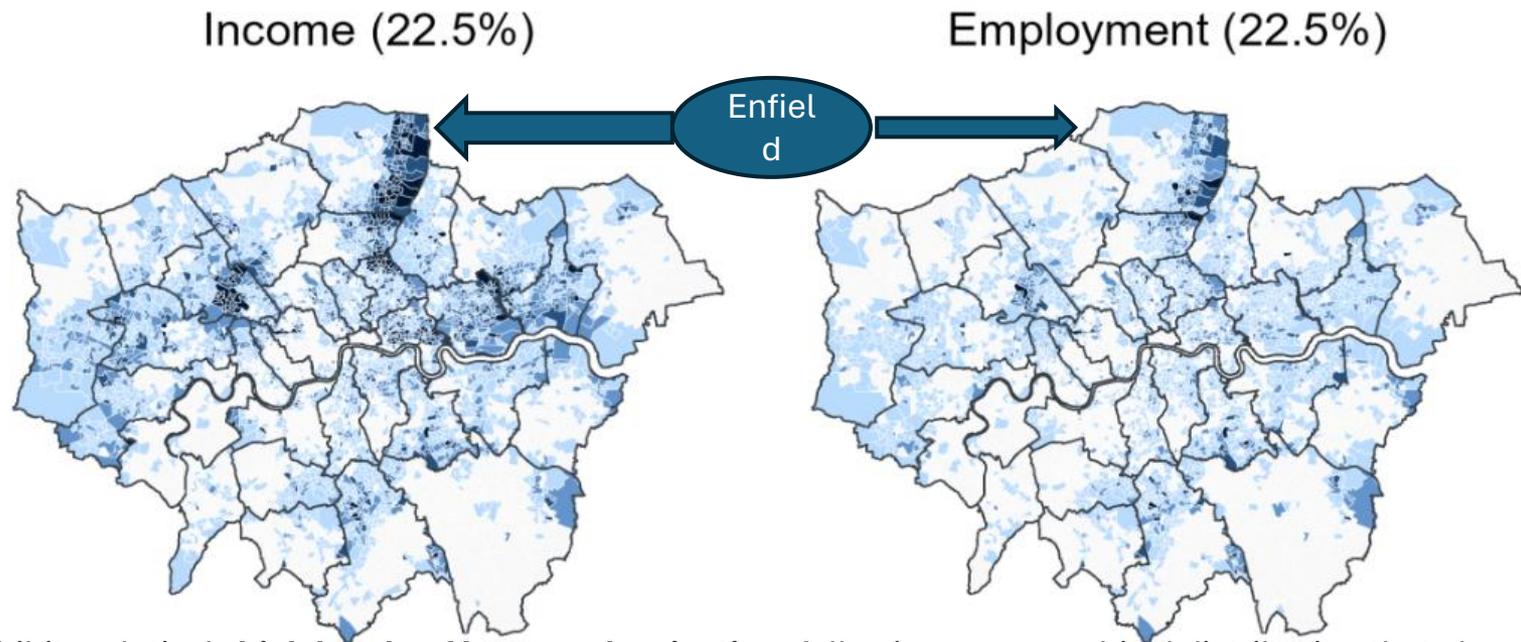
- The geographical spread of multiple deprivation within London exhibits a **crescent-shaped pattern**, beginning from the **eastern side of Enfield down** through **Haringey and Hackney** and across into **Tower Hamlets, Newham and Barking and Dagenham**.

Ranks of domain deprivation by London Boroughs

	IMD Rank	Income Rank	Employment Rank	IDACI Rank	IDAOPi Rank
Richmond upon Thames	1	2	2	1	2
City of London	2	1	1	2	1
Kingston upon Thames	3	4	3	4	6
Bromley	4	3	5	3	3
Sutton	5	5	8	5	7
Merton	6	10	6	8	8
Wandsworth	7	8	4	10	16
Bexley	8	6	10	7	4
Havering	9	10	11	9	5
Harrow	10	13	7	15	9
Barnet	11	15	15	12	12
Redbridge	12	19	13	14	13
Kensington and Chelsea	13	7	9	6	18
Hillingdon	14	15	12	13	10
Hammersmith and Fulham	15	11	15	11	24
Croydon	16	21	26	18	11
Lambeth	17	16	18	23	28
Southwark	18	18	20	21	29
Waltham Forest	19	24	22	24	19
Greenwich	20	21	23	16	20
Camden	21	18	22	19	26
Westminster	22	12	18	22	23
Hounslow	23	23	16	21	15
Lewisham	24	22	28	18	21
Ealing	25	26	19	25	17
Islington	26	25	29	28	30
Enfield	27	29	32	29	14
Brent	28	28	27	30	22
Barking and Dagenham	29	30	31	26	25
Tower Hamlets	30	33	25	33	33
Haringey	31	27	30	27	27
Newham	32	31	25	31	31
Hackney	33	32	33	32	32



IMD components: Income and employment in London



London exhibits relatively **high levels of Income deprivation**, following a geographical distribution that closely mirrors that of multiple deprivation.

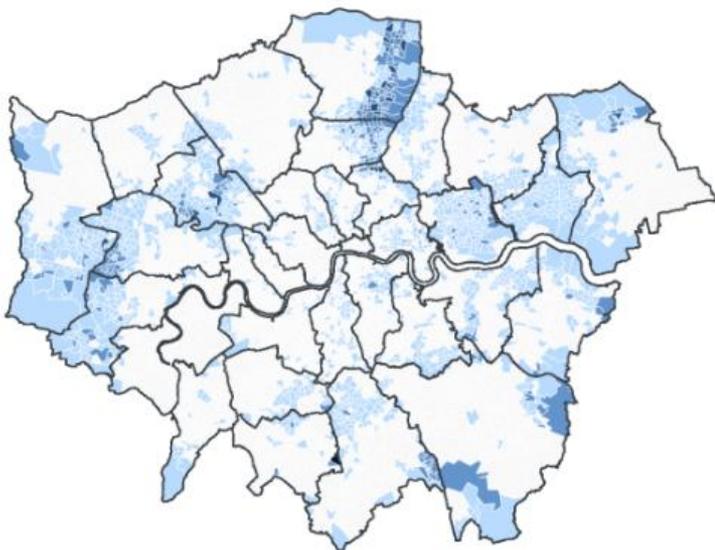
London exhibits relatively low levels of Employment deprivation, outside of one **clear hotspot** on the **Eastern side of Enfield**.

The 10 Local Authority Districts with the highest proportions of **income deprivation**

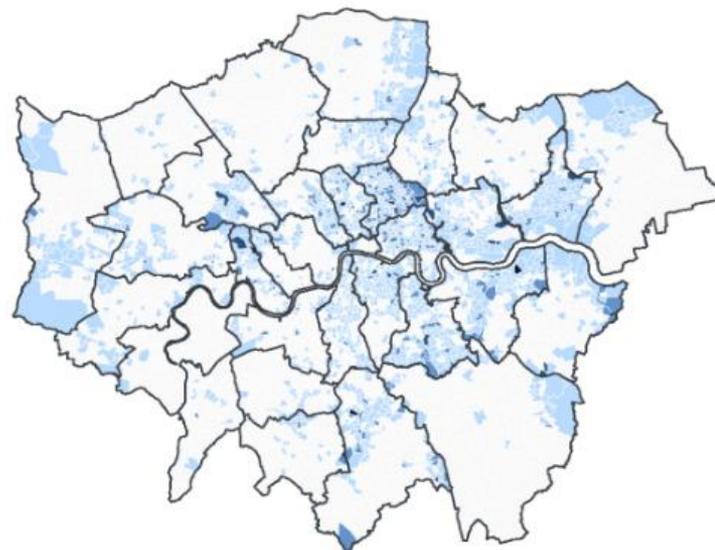
Income Deprivation Domain	
Position	Score - Proportion of population living in income deprived households
1	Birmingham 41.70%
2	Tower Hamlets 40.10%
3	Hackney 40.00%
4	Newham 39.00%
5	Barking and Dagenham 38.40%
6	Enfield 37.70%
7	Blackpool 37.70%
8	Middlesbrough 37.50%
9	Sandwell 37.40%
10	Manchester 37.20%

IMD components: Education and Health in London

Education (13.5%)



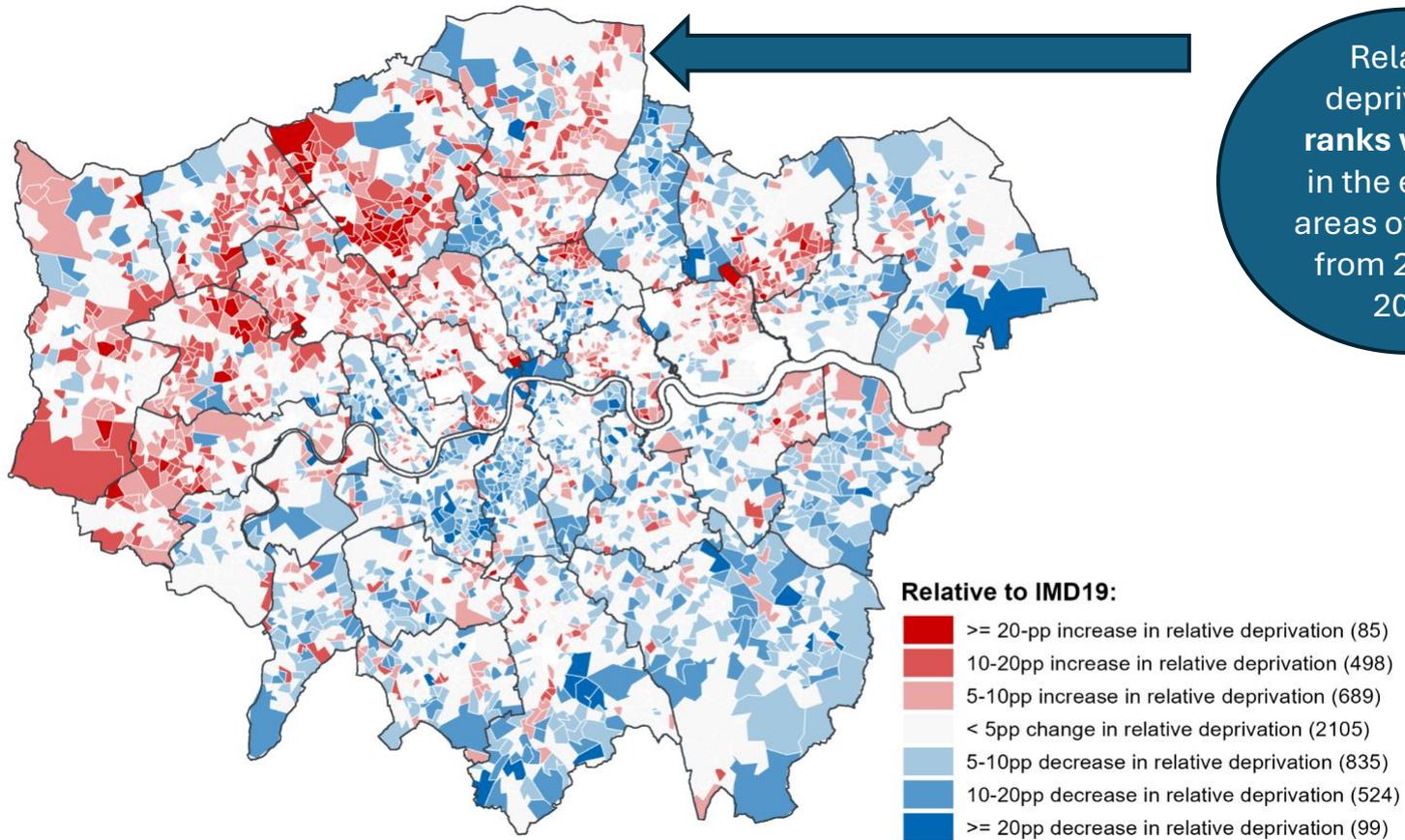
Health (13.5%)



The 10 Local Authority Districts with the highest proportions of children living in income deprived households

Income Deprivation Affecting Children Index		
Position	LA District	Score - Proportion of children living in income deprived households
	1 Tower Hamlets	71.30%
	2 Hackney	64.10%
	3 Birmingham	61.70%
	4 Newham	59.70%
	5 Brent	58.50%
	6 Manchester	57.50%
	7 Enfield	55.50%
	8 Nottingham	55.40%
	9 Luton	55.30%
	10 Middlesbrough	55.20%

Change in IMD from 2019 to 2025 in London



Relative deprivation ranks worsen in the eastern areas of Enfield from 2019 to 2025

Enfield as a local authority....

- When we look at the **Rank of Average Score**, Enfield is the 42nd most deprived lower-tier LA in England (**42nd out of 296**)
- Enfield has become **relatively more deprived** since the last IOD in 2019, both in relation to the rest of England, and in relation to the other 32 London boroughs.

Enfield as a local authority...

- In general, Enfield's deprivation has worsened overall since 2019. Based on Rank of Average Score:
 - Enfield is the **6th most deprived district in England on the Income Deprivation domain.**
 - We are the **7th most deprived district in England in the Income Deprivation Affecting Children Index.**
 - Enfield is the **tenth most deprived English district in Barriers to Housing and Services.**

Enfield LSOAs....

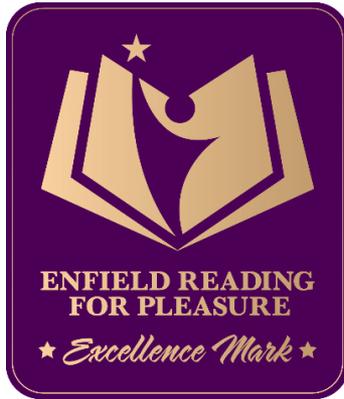
- Analysis of individual deprivation domains:
 - 70 LSOAs are in the most deprived decile – whereas only 13 LSOAs were in 2019 for **the Income Deprivation Affecting Children Index (IDACI)**
 - **15 LSOAs** are now among the most deprived 10% in **Education, Skills and Training deprivation**. In 2019, there was **only one**.

KS2 Moderation & Text Savvy Enfield 2026

Beatrix Simpson
Moderation Manager
School Improvement Advisor



Enfield Reading For Pleasure Excellence Mark



- The reading culture is truly inspiring in our schools! It's wonderful to see such a strong emphasis on fostering a love for reading, creating an environment where pupils are encouraged to explore books, develop their literacy skills, and engage in meaningful discussions. This dedication to reading not only supports academic growth but also nurtures a lifelong appreciation for literature.
- Congratulations to- St Pauls, Oakthorpe, Laurel Park, Hazelwood, St John's, Enfield Heights and 4 EY settings
- **Total -18 schools and 4 early Years Settings**



Welcome to TextSavvy Enfield

Our two-year partnership 2025-27

In September 2025 we launched our two-year partnership with Enfield local council and schools aiming to develop a consistent and coherent approach to reading and vocabulary instruction across primary and secondary schools in the borough.



Text Savvy Enfield

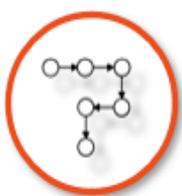
- 32 schools (Primary and Secondary)
- 5 Hubs
- Spring /summer focus
- Focus KS2 and KS3

Principles of Vocabulary Teaching

1 Describe it

2 Explore it

3 Use it



1. SIGHT AND SOUNDS*

Write the word down and say it aloud, highlighting patterns of letters and sounds to support spelling

2. SIMPLICITY IS KEY

Offer a simple pupil friendly description of the word that unlocks its main features and characteristics

3. DEVIL IN THE DETAIL

Provide a detailed description of a concept, including all its category and semantic features, and its associations

4. CONTEXT MATTERS

Give examples and non-examples of words in different sentences to show pupils their usage in context

5. PAINT A PICTURE

Show images for unfamiliar objects and diagrams for abstract concepts, processes and relationships

6. ROOT WORK

Use etymology and morphology to explore the different parts of words of Latin and Greek Origin

7. FIND AND SEEK

Set short quizzes such as MCQ as retrieval practice and opportunities to check basic understanding

8. DEEP IN THOUGHT

Ask problem-solving questions to help pupils think more deeply about word meanings

9. SOAK IT UP

Design tasks and games that help pupils to engage with the structure of words and their varied meanings

PRIORITY: Improve explicit vocabulary instruction

Problem to solve

Where are you currently at with vocabulary teaching in your setting? What do you want to change or improve?

Adult knowledge

What do teachers need to know and understand in order to teach vocabulary effectively?

Teacher behaviours

What tangible strategies do you want to see enacted in your classrooms? What will they look like?

Pupil learning

What do you want pupils to be thinking, doing and developing when the strategy is working?

Actions – Spring Term

Theory Of Change

- Audit current vocabulary provision: classroom practice, curriculum, teacher knowledge
- Identify focus for the coming months: priorities for pupil learning, areas to strengthen
- **Complete a draft plan of a Theory of Change**

Priority: Improve explicit vocabulary instruction

Problem to solve	Adult knowledge	Teacher behaviours	Pupil behaviours

1. English Hub Programme

- Remit of the English Hubs has been:
 - Phonics
 - Early language development
 - Reading for pleasure
- Remit has now expanded to cover:
 - Fluency
 - Writing Framework
 - Secondary schools

2. New Wave English Hub Primary Support Offer

Early Reading Audits

- Evaluating provision in SSP, ELD, RfP
- Agreeing next steps
- **Providing resource funding of up to £6000**
- Signposting further training and useful resources

Literacy Support Days

- Half-termly/termly intensive support
- Coaching reading teachers and tutors
- Leadership development
- SMART action plan

Medium Level Support

- Webinars and conferences
- Training series
- Rooted in research and evidence
- Expert speakers
- Networking opportunities

Highlights

It has been brilliant working with you all at your wonderful schools, at our training events and regional TSH Conferences during this busy, short term!

We came across this gem within St John and St James Primary School's library in the form of a book vending machine! **#childrenschoice**



A highlight for the hub team was meeting with the brilliant Dr Julian Grenier CBE and Valerie Bloom MBE at the National Literacy Specialist Conference **#powerfulvoices**

Secure an Audit

Reading Audit dates available!

Our fully funded Early Reading audits offer specialist guidance from an experienced Literacy Specialist and resource funding to help make change happen.

Contact us to find out more!

[New Wave English Hub
Self-Referral Form
2025-2026](#)



National Year of Reading

Remember to arrange author visits and workshops to broaden exposure to literature and build excitement around reading.

The **Insights to Teaching Reading** is a great read for useful suggestions on how to build a sustainable reading culture.

Upcoming Events

Don't miss out! See below for our upcoming events. Book via the links attached!

- **Tuesday 10th March, 3.30 pm: Teachers Reading Group: Woodberry Down**
- **Tuesday 17th March, 9.00 am - 1.30 pm Early Language Conference: Grazebrook**
- **Thursday 19th March, 4.00 pm: PSC Readiness: virtual**

World Book Day



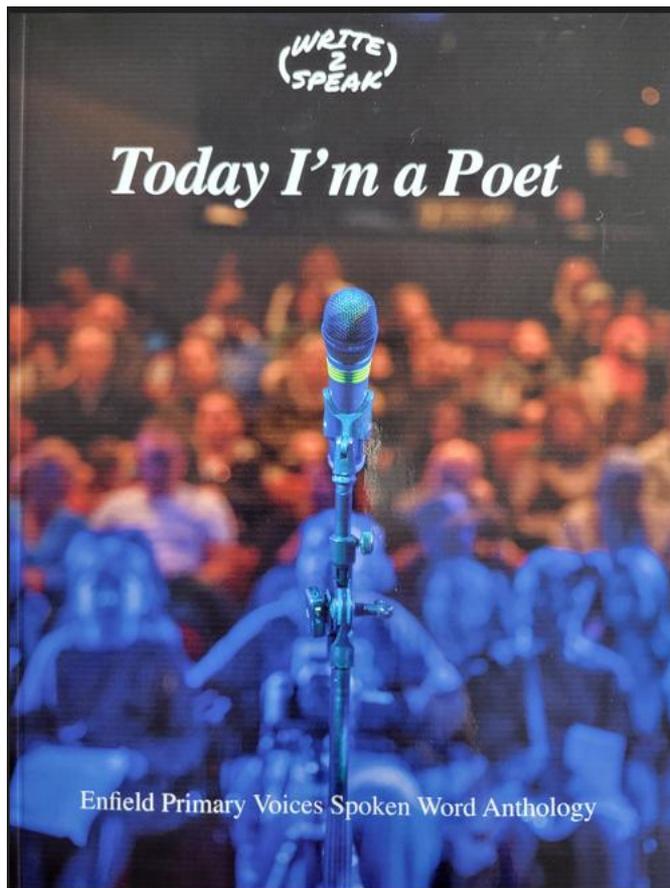
WBD: Thursday 5th March 2026

- Plan a teacher or adult swap to share favourite reads with classes!
- Invite pupils to swap books or recommend a favourite book to a friend to spread the love of stories
- Select short, accessible reads that inject joy and humour!

<https://www.worldbookday.com/>

GPRN -3rd March 2pm

- Link to sign up:
- [Good Practice Network Reading - Primary, Secondary and Special Schools - March 2026 | Enfield Professional Learning](#)
-
- **Agenda**
- Vocabulary Teaching Principles- EEF
- Vocabulary Teaching Audit -EEF
- New Writing Framework – summary
- Discussion
- Enfield Reading for Pleasure Excellence Mark



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Moderation Overview for 2026

ARRANGEMENTS

Moderation teams include Lead Moderators, Senior Practitioners, Pool Moderators, and members of the School Standards Service.

A protocol defining the role of the LA on behalf of STA in undertaking moderation and monitoring visits is included in the Handbook.

An appeals process for the reconsideration of the end of Key Stage 2 writing assessment, after the moderation, has been established.

Selecting Schools to be moderated

The LA is required to ensure that all schools are moderated at least once in a four-year cycle.

Some schools are moderated more frequently depending on individual circumstances. Triggers for external moderation may include:

- new teaching staff
- new senior leadership team
- school with a year 6 cohort for the first time
- Ofsted concerns
- Unusual patterns of attainment
- Date and / or outcome of last external moderation visit
- Concern relating to the 2025 assessment cycle, including maladministration

Dates

- Those schools selected for an LA external moderation visit will be notified on or after Friday **15th May 2026**.
- Selected schools will receive an LA external moderation visit between **Thursday 4th June 2026** and **Tuesday 23th June 2026**.
- Re-moderation will take place on **24 June 2026 at the Civic Centre**
- **Appeals 25th June**
- Deadline for schools to submit the **data on NCA, 26th June 2026**

Monitoring Visits SATS and PHONICS

- 10% of Schools and Academies –SATS
- 10% of Schools and Academies -Phonics

Primary SEND Advisory support offer

Gemma Fox- SEND Impact Advisor
(Primary)



Offer Overview



Created through feedback from Headteachers and SENCOs and in alignment with other services in the Enfield SEND partnership



Aim: Support Primary schools to deliver provision to meet the needs of the SEN Support & EHCP cohorts



A series of collaborative on-site visits, over a term, with ongoing support as needed



Support is bespoke and geared around the school's SDP/SIP target areas



Offer Overview



Visit 1

Visit 2

Visit 3

Visit 4

Ongoing support

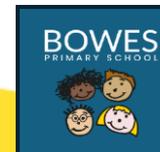
- Meeting with Headteacher, SENCO and any other members of SLT as decided by the school.
- Learning walk
- Plan support

- Advisory support for identified areas

- Advisory support for identified areas

- Review progress and outcomes
- Finalise report and recommendations for next steps

- School can contact SIA any time for further advice/support if needed



ENFIELD
Council



Offer Overview



Whole school

- Preparation for Ofsted
- Meeting SDP outcomes
- Leadership support
- Policy reviews
- Understanding legislation and statutory duties
- Provision mapping
- Support staff structure
- Use of SEND funding
- Developing a distributed leadership approach to SEND
- Use of AI to support with workload
- Understanding and use of SEND data



SEN Support cohort

- Identification of need
- Implementation of the graduated response
- IEP writing & implementation
- Provision maps
- Support with whole class strategies / building on QFT
- Implementing advice from other services
- Signposting / utilising universal services
- Transitions
- Interventions
- SEMH strategies
- A workstation approach
- Visual scaffolds

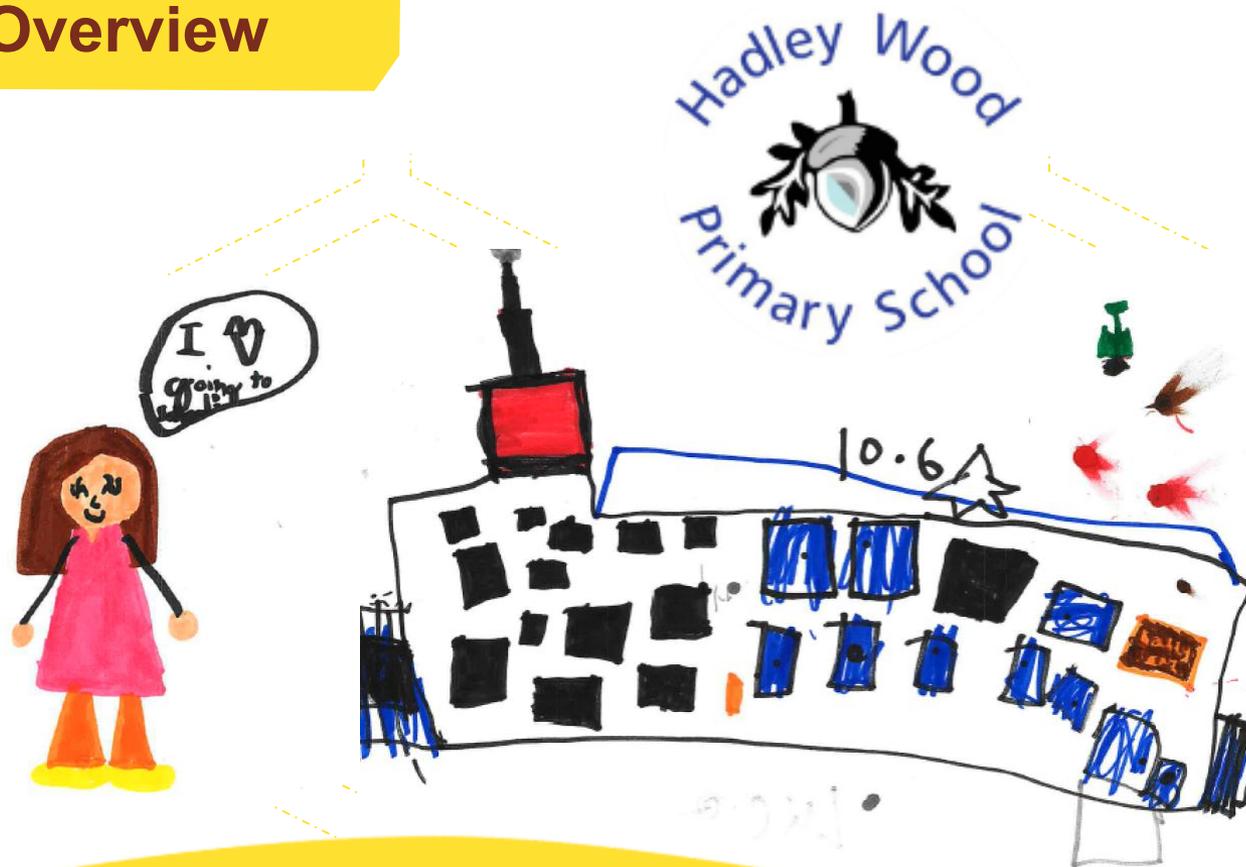


EHCP cohort

- Annual review support
- Meeting complex needs
- Using EHCP funding efficiently
- EHCP provision
- EHCNA requests



Offer Overview



Feedback



Overall, how satisfied are you with the support received?

10/10

Staff **confidence has significantly improved**, particularly in **understanding and meeting a wide range of needs**. Staff now demonstrate a **clearer understanding of EHCP outcomes and targets**, and **how these translate into effective classroom practice**.

For pupils, this has resulted in **greater inclusion, improved engagement, and steady progress** over time. Pupils with SEND are **more settled and content** in school. Thank you

“Thank you very much, your knowledge has helped our school to understand and begin to think about implementing **adaptive teaching at a whole school level**.”

Training feedback

Overall quality of training 
Average rating 9.5/10

Usefulness of training content 
Average rating 9.4/10

Content delivery 
Average rating 9.6/10

How likely are you to recommend the SEND Advisory Offer to other schools?

10/10

“Staff are now much **more confident with creating and using scaffolding** in class to support the children. **Staff mindset** has changed and I would say that we are now a much more **confidently inclusive school**.

The children are able to access more of their **learning independently** using the scaffolds provided. They are **completing more work and making better progress**.”

Contact



Gemma Fox

SEND Impact Advisor
(Primary)

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Olivia Bray

DBV Programme Manager

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RESTRICTIVE INTERVENTIONS IN SCHOOLS

**HEADTEACHER'S BRIEFING
27TH FEBRUARY 2026
MARK MAIDENS**

Use of Reasonable Force and other Restrictive Interventions

- New guidance on the Use of Reasonable Force and other Restrictive Interventions has been published for use from April 2026.
- It replaces the previous 2013 guidance

Use of Reasonable Force and other Restrictive Interventions

- All members of school staff have a legal power to use reasonable force in certain circumstances, namely to ensure the safety of others or to prevent a criminal act.
- Adequate training, risk assessments and procedures which consider SEND needs are expected to be in place.

WHAT ARE THE UPDATES?

2013 Clarification & Confidence

- To clarify the power to use force and help staff feel “more confident” using it.
- Primarily non-statutory advice
- “Reasonable Force” (Control and Restraint)

2026 Minimisation & Accountability

- To “proactively minimise” the use of interventions and ensure safety and transparency
- Contains **new statutory duties** regarding recording and reporting
- “Restrictive Interventions” (Umbrella term for Force, Restraint and Seclusion)

WHAT ARE THE UPDATES?

2013 Reasonable Force

- Focussed narrowly on physical contact to **control** (passive contact) or **restrain** (hold back).
- Defined “control” and “restraint” as the two main purposes.

2026 Restrictive Interventions

- Introduces “**restrictive interventions**” as the umbrella term for any physical or non-physical action that restricts movement
- **Restraint:** Now explicitly includes non-physical acts (eg removing a pupil’s crutches or blocking a path
- **Seclusion:** Formally defined as a distinct category

SECLUSION

“Non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction or blocking”

Key aspects of this definition:

- **Prevention of leaving:** The pupil is prevented from leaving the area
- **Non-disciplinary nature:** Seclusion must never be used as a punishment. It is distinct from other disciplinary measures such as “removal” where a pupil is sent out of the classroom for a limited time to continue their learning elsewhere

Key aspects of this definition:

- **Permitted Circumstances:** It should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of dysregulation and is not acting with intent
- **Supervision and safety:** The pupil must be supervised at all times during seclusion, the environment must be safe and non-threatening

Key aspects of this definition:

- **Reporting Requirements:** Under the new regulations, every incident of seclusion must be recorded and reported to parents

Statutory Recording Duties

2013: Discretionary

- **Advice:** It is “good practice” to record serious incidents
- **Decision:** It is up to schools to decide “how best to record”

2026: Mandatory

- **Legal duty:** Governing bodies must ensure a procedure is in place to record every “significant incident” of force and every instance of seclusion or restraint.
- **Timeline:** Must be recorded as soon as practicable, endeavouring to do so no later than the same day

Statutory Recording Duties (Detail required)

Records must now include:

- Pupil's SEN status
- Potential triggers
- Preventative strategies used
- Injuries sustained

USEFUL LINKS

- [Restrictive interventions including use of reasonable force in schools.](#)
- [Behaviour in schools](#)
- [Searching screening and confiscation](#)

A whirlwind guide to...

Restrictive Interventions

[Use of reasonable force and other restrictive interventions guidance](#)

New guidance on the **Use of Reasonable Force and other Restrictive Interventions** has been published for use from **April 2026**. It replaces the previous 2013 guidance.

The document is non-statutory, aside from **Page 14** (recording and reporting). **Recording and reporting any restraint is now mandatory.**

All members of school staff have a legal power to use reasonable force in certain circumstances, namely to ensure the safety of others or to prevent a criminal act.

Adequate training, risk assessments and procedures which **consider SEND needs** are expected to be in place.

The definition of 'restraint' also covers '**seclusion**'. This is where a child may be, for example, trapped within a room during a period of dysregulation. Seclusion is separate from the use of internal exclusion or 'reset rooms' which may be part of the disciplinary procedures laid out in the school behaviour policy. See **Behaviour in Schools** for more detail on this.

[Behaviour in schools - GOV.UK](#)

[Searching, screening and confiscation in schools - GOV.UK](#)

The document has been updated to:

- provide new statutory guidance about recording and reporting the use of force effective from April 2026²
- provide advice about the new legal duty to record and report the use of seclusion effective from April 2026³
- provide additional clarification on the use of reasonable force to help school staff use this power safely and appropriately
- provide advice on the use of seclusion
- provide advice on how schools can minimise the need to use restrictive interventions
- provide specific support for staff who work with pupils with special educational needs and disabilities (SEND)
- make clearer the responsibilities of school staff, governing bodies and proprietors

Schools should record the following details as a minimum:

- names of pupil and staff directly involved
- time, date, location and approximate duration of the intervention
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- brief account of why the intervention was assessed as necessary in that instance
- details of any physical injuries sustained, if applicable
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances.⁴ Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Significant incident:⁵ any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in '[Other physical contact with pupils](#)' within this document. This includes when physical force is used to implement a non-physical restrictive intervention.

Seclusion: a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.





Russet House School

Specialised Curriculum for Autistic Pupils (Primary)

First published February 2026



Russet House School

Specialised Curriculum for Autistic Pupils (Primary)

This curriculum is designed to support effective provision for pupils with complex needs in SRPs, Units and unofficial 'hubs' in mainstream Primary schools.

www.enfield.gov.uk

In partnership with



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Specialised Curriculum for Autistic Pupils (Primary)

It is available **FREE OF CHARGE** for Enfield schools provided training is attended.

Training costs £50 per school for any number of attendees, and can be booked through Easa.

Maths (Topic)

EYF5 (NFR)	Topic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content/Intent		Shapes and measure taught through other areas of the curriculum/continuous provision					
Year 1	Topic	Temperature (Measurement)	Time (Measurement)	Length (Measurement)	Shapes (Geometry)	Money	Position & Direction (Geometry)
Curriculum Content/Intent		Explore differences in temperature. Ask: is it hot or cold?	Introduce the concept of time through actions: start/finish, fast/slow.	Explore differences in size (big/small) and length (long/short).	Explore common 2D and 3D shapes.	Exchange a coin for an item through role-play scenarios.	Explore past objects in different positions (up, under, over, behind, in front of, forward/backward).
Year 2	Topic	Weight (Measurement)	Position & Direction (Geometry)	Money	Shapes	Capacity (Measurement)	Time (Measurement)
Curriculum Content/Intent		Explore differences in weight/size (big/small, heavy/light).	Respond to instructions to: + Place objects in + Place objects in	Exchange + to coins up to 10p, + a specific coin to	Explore, sort, match, and name common 2D and 3D shapes.	Understand how capacity can be structured through the use of measurable objects.	Explore, sort, match, and name common 2D and 3D shapes.

Humanities

	History	Geography	RE
Band 1 Based on EYF5 Ages 4-5 1:1-1:2	1.1 Exploration – use their senses to explore and show curiosity.		
	1.2 Realisation – use their skills and knowledge to make a change to an object or material in different contexts or environments.		
	1.3 Anticipation – interpret cues provided to show awareness that an event is about to start or finish or cause an event to happen.		
	1.4 Persistence – sustain attention on the activity long enough to discover, practise and apply their skills or knowledge.		
	1.6 Initiation – act spontaneously and independently during an activity showing they understand how to achieve their adult's desired outcome.		
	1.6.1 Use sound, tactile, place cues to anticipate temporal responses or wait over time (e.g. timer time using gasp and stands at the door when shown a picture will go to the street).	Interact with and show interest in the weather conditions (e.g. holding a ribbon in the wind) or holding a coin out to feel the rain or warmth of sun.	Join in with activities related to religious stories/experiences (e.g. involving music, drama, art, colour, lights, food or tactile objects).
	1.7 Request repeats of a past activity using preferred method of communication (e.g. single symbol/object, word or sign/gestures).	Indicate direction of place they wish to go using gesture or pulling an adult's hand.	Demonstrate an appreciation of stillness and quietness in response to religious music, dimmed lighting.
	1.8 Identify a focused activity they have enjoyed in the past by movement or gesture, (e.g. going back to a certain area of the room or garden, pulling an adult towards something they want).	Move to a particular location when shown a symbol, object of reference or told verbally.	Make choices to select items, respond to them (e.g. reaching or touching).
	1.9 Use senses to investigate historical artefacts and objects with interest and for measuring lengths of time with different artefacts from history topics/courses.	Choose an appropriate toy animal/vehicle/person from a given selection to be put in a set-up play scene (e.g. farm, town, sea water table).	Use senses to investigate different religious artefacts and places, with respect and for measuring lengths of time.
	1.10 Show an awareness of the purpose of an object when given specific equipment related to topic being taught (e.g. cutting florist's scissors on bread, searching a mouse robot).	Participate willingly on visits to a range of new local places and buildings (e.g. going into a place of worship or shops, they are unfamiliar with).	Show an awareness of the purpose of a religious object or practice when given specific equipment (e.g. kneeling on a prayer mat, lighting a light on a candle).
	1.11 Begin to make sense of their own life story by recognising themselves in old photographs (e.g. from a choice of 2 photos).	Use senses to investigate and manipulate a range of natural and manufactured materials for measuring periods of time (e.g. feel different textures for a few seconds to a few minutes).	Recognise familiar people in photos by reaching for the photo or extended eye gaze.

Specialised Curriculum for Autistic Pupils (Primary)

A Guide to Timetables

The timetable you design should have focussed learning periods, often taught as carousel, punctuated by low-demand regulation periods.

Ensure you include high quality curriculum access, with clear aims adapted for individuals.

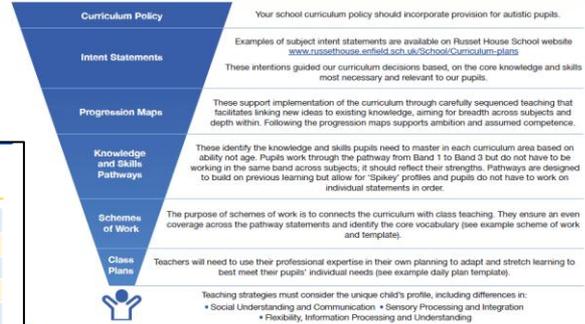
Make use of all opportunities for developing communication and independence skills, such as during registration, peer-interaction, looking and snack time.

Your timetable should be designed to meet the needs of the learners who follow it, and should be adapted if required.

0.00	START OF DAY (Life Skills, Toileting and Promoting Independence)
0.15	Register Circle
0.30	Movement Break
0.45	Lesson 1
10.30	SNACK AND PLAY (Communication, PSHE)
11.00	Lesson 2
11.45	Daily Short Phonics
12.00	SNACK AND PLAY (Communication, PSHE)
1.00	Register Circle
1.15	Relaxation Time
1.30	IEP Target Work
2.00	Lesson 3
2.45	END OF DAY (Life Skills, Toileting and Promoting Independence)

Specialised Curriculum for Autistic Pupils (Primary)

Curriculum Structure and Organisation



NEXUS
CONNECTING THE COMMUNITY FOR A BETTER ENFIELD

2026

CHICKENSHED
THEATRE CHANGING LIVES

CRIME OF THE CENTURY



NEXUS
CONNECTING THE COMMUNITY FOR A BETTER ENFIELD

2026



PLATINUM
PERFORMING ARTS





2026



2
Schools



2
Schools



7
Schools



2026



[HTTPS://WWW.NEXUSENFIELD.COM/PODCASTS](https://www.nexusenfield.com/podcasts)

8
Schools



6
Schools

The London Food Purchasing Commitment (LFPC)

www.enfield.gov.uk



What is LFPC?

Establish a common and minimum level of ambition to improve the health and environmental impacts of food



ReLondon

Hackney



#OneWorldLiving

LONDON
COUNCILS

Endorsed by **sustain**
the alliance for better food and farming

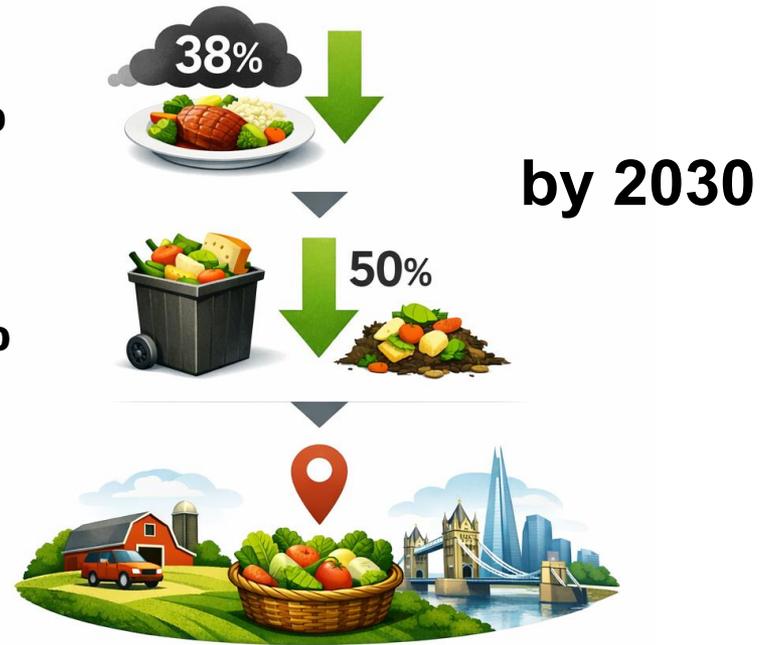
ENFIELD
Council 

What is LFPC?

Reduce emissions/plate by 38%

Reduce food waste by 50%

Improve food provenance



How will we achieve this?

Engaging with your caterers to:

- Shift menus towards healthier and lower carbon foods.



- Monitoring and measuring progress on emissions and waste reductions.



Benefits

- Healthier, more nutritious meals



- Lower food costs and save schools money.



- Alignment with national frameworks and standards.



- Contribution to climate goals.

