

St Edmund's Catholic Primary School

School Special Educational Needs Information Report – September 2025

At St. Edmund's Catholic Primary School we welcome pupils with Special Educational Needs and Disabilities and make every effort to support them. All our classes are fully inclusive and we have high expectations for all our children, including those with SEN.

We aim to meet the needs of all pupils including those with:

- Specific Learning difficulties
- Moderate Learning difficulties
- Speech and Language difficulties
- Social, Emotional and Behavioural difficulties
- Physical disabilities
- Visual and Hearing Impairments
- Complex health needs
- Communication difficulties, including Autism

We will make every attempt to meet children's needs. However if we are unable to meet their needs we will work in collaboration with parents, the child and appropriate agencies to make the necessary next steps.

7% of our pupils have an Education, Health and Care Plan (EHCP) and a total of 17% of pupils are on the SEN register.

Please see the SEND Policy on the school website for more details

We have tried to answer the most frequently asked questions about children with Special Educational Needs below. If you need any more information please contact our SENCo, Chloe Willmott, on 020 8807 2664 or make an appointment to see her.

How does the school know if children need extra help?	<p><u>How school identifies:</u></p> <ul style="list-style-type: none">- Information provided to us by parents- Information from previous schools and nurseries- Teacher Assessment of pupils understanding of the curriculum and work activities not tasks- Tracking of all pupils progress four times a year- Pupil Progress meetings- Reports from outside agencies e.g. speech and language service- Screenings – e.g. Speech and Language screens, Dyslexia screen
What should I do if I think my child may have special educational needs or I am concerned about my child's	<ul style="list-style-type: none">- The first point of contact for anything relating to your child's education is the class teacher. Speak to the class teacher and raise your concerns.

<p>progress?</p>	<ul style="list-style-type: none"> - Set short term targets with the class teacher and review them - Pupil progress will be monitored by the Class Teacher, SENCo and Senior Leaders - The person responsible for co-ordinating the support in the school is the SENCo (Special Educational Needs Co-ordinator). If you are still concerned after speaking to the teacher, arrange a meeting with the SENCO <p>If we are concerned that your child may have special educational or additional needs we will always discuss this with you and alert you to our concerns.</p>
<p>How will the school support my child's additional or special educational needs?</p>	<p>Throughout their time at our school, children may receive varying levels of support according to their changing needs and circumstances. We aim to identify children who need support as early as possible. We aim to enable children to make good progress against their previous attainment and achievement with the additional support provided where necessary.</p> <p><u>Support in school comes in a variety of forms:</u></p> <ul style="list-style-type: none"> - Class teacher to deliver Quality First Teaching on a daily basis, including differentiated work - Additional adults in classes to support class teachers to deliver Quality First Teaching - Specific small group interventions which take place both in and out of class - Regular monitoring of all interventions by the Senior Leadership Team to ensure the provision is effective and that the pupils make progress - Where necessary referrals are made to outside agencies (see Appendix 3) - We adopt a graduated response when needs are identified – we assess children's needs, plan a differentiated curriculum, implement the curriculum and then review progress. We then begin the cycle again. <p>For details of the wide range of interventions that we offer please see Appendix 1.</p>
<p>How is the decision made about what type and how much support my child will receive?</p>	<ul style="list-style-type: none"> - Support is allocated dependent on the individual needs of the children in conjunction with parents, carers and other professionals. - Progress of children is tracked four times a year by the Class Teacher, SENCo, Deputy Head and Headteacher. Discussions regarding interventions and 'targeted pupils' begin during these meetings. Information is then considered by the SENCo and subject leaders where applicable to organise the intervention or support. - The Headteacher is responsible for the school's budget. Specific support is decided between the Headteacher, Deputy Head, SENCo and Governors.
<p>How will I know how my child is doing and how will the school help me to support my child's learning?</p>	<p>Our parents' consultation meetings for all pupils take place as follows:</p>

	<p>It is requested that parents/carers attend virtual consultations with their child's class teacher in the Autumn Term and face to face consultations in the Spring Term. A report will be sent home to parents/carers in the Summer Term, with an end of year summary of the progress and achievements of the children.</p> <p>In addition:</p> <ul style="list-style-type: none"> - All parents and carers are welcome to make an appointment to speak to their child's class teacher as necessary. - Children who have special educational needs will be on the SEN register and have a Learning Support Plan (as part of the graduated approach described above) which will be reviewed each term by parents, the child, the class teacher and SENCo. Where children are not able to contribute verbally to the review, an adult will make contribution on their behalf based on their knowledge and understanding of the child. - Children with an Education, Health and Care Plan (EHCP) will have a yearly review meeting and two target review meetings in a twelve month period. If required additional meetings may be arranged. <p>We hold a range of meetings for parents about the curriculum throughout the year to provide ideas on how parents can support children with their learning at home. Detailed information about our curriculum can be found on our school website. If your child has a Learning Support Plan you will be aware of your child's targets and advice for supporting them to achieve the targets is provided on the plan.</p>
<p>How will my child be consulted about their learning?</p>	<ul style="list-style-type: none"> - All children at St. Edmund's are expected to be key participants in the assessment and feedback process which involves dialogue and reflection with their teachers. - All children are encouraged to comment on their learning at teacher and parent/carer consultations. - Children with SEND are at the centre of the Learning Support Plan reviews and make contributions as far as their needs allow. - Children participate in meetings with other professionals where appropriate - Children with an Education, Health and Care Plan will be involved in the Annual Review process by attending the meetings and/or contributing through a pupil questionnaire or other means appropriate to their age and needs.
<p>How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> - All lessons offer children the opportunity to work at an appropriate level for their development - Children with a very high level of need will have individualised curriculums - Opportunities to extend or consolidate learning are offered through extended schools provision where appropriate and necessary. For example, Maths/English tuition and Tiger team. - Use of ICT to support learning opportunities e.g. class computers, Nexus tablets - Variety of recording methods - Advice from professionals regarding individual pupils is implemented by staff working with the child

<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> - Staff are available for all children throughout the school to support children with social and emotional needs. Key staff have received training in Trauma Informed Practice and Children's Mental Health. - We recognise that all behaviour is a communication of a need and respond to the need rather than the behaviour. - There is an appointed member of staff to work with parents and the school nursing team when necessary, in writing health care plans to support their child's medical needs in school. - A Parent Support Adviser is available to support parents and carers. - Children are encouraged to attend school regularly. Children's attendance at school is closely monitored. - We currently have a play therapist who works with individual pupils in eight week blocks - Our Emotional Literacy Support Assistant (ELSA) runs interventions for individuals and groups of children around anxiety, bereavement, building relationships and other issues relating to emotional literacy. She is also available for children to talk to. - All children are aware of the behaviour management systems that operate across the school. See our behaviour policy. Our school rules are to be 'Respectful, Ready, Safe' - All children receive PSHE (Personal, Social and Health Education) as part of the curriculum. - All children will watch the CEOP video appropriate to their age and discuss what they would do if they were worried. Follow up discussions will take place throughout the year and if an issue is identified, this will be addressed immediately by Mrs Pearson. - The school motto 'Love, Care, Share' is vital to every child and is reinforced across the school day by everyone at St Edmund's Catholic Primary School to promote friendships and social skills.
<p>What specialist services and expertise are available that might work with the school to support my child and family?</p>	<ul style="list-style-type: none"> - We have strong links with a range of professionals (see appendix 3) to support individual children and families as necessary. If you want any information about what external support might be appropriate for your child, please contact the SENCo, Mrs Willmott. - Enfield Early Help Forms or referral forms need to be completed in school and signed by parents to give consent for external professionals to work with their child and provide advice for school.
<p>What training and expertise is available to the staff teaching children with Special Educational Needs?</p>	<ul style="list-style-type: none"> - All our teachers teach children with SEN, and training is an on-going and integral part of our CPD (Continued Professional Development) programme (see appendix 4) - We regularly share good practice within the school - We also draw on expertise from other professionals and specialists (see appendix 3) - Learning Support Assistants attend training organised or delivered by the SENCo every half term.
<p>How accessible is the school environment?</p>	<ul style="list-style-type: none"> - The school is on two levels with stairs access to the upper floor. We do not have a lift. - There is a disabled toilet available on the ground floor for adults and visitors - There is a dedicated disabled toilet for children with SEND - Some of our staff speak a variety of languages and are available to translate during arranged appointments. - If a pupil needs specialist equipment advice is taken from the relevant professionals - Please see the accessibility plan on the website for further information.

<p>How will the school prepare and support my child to join the school, transfer to a new school or secondary school?</p>	<ul style="list-style-type: none"> - There is a planned transition at the end of all years with visits to new class teachers and classrooms - Staff visit and meet with pre-school settings and secondary schools as appropriate - 'Play and stay' afternoons are held in the summer term for children preparing to join Reception - There are formal transition meetings for parents of Year 6 pupils and parents of children due to join Reception - Children's office and SEN files are sent to the new school when children transfer
<p>How will the school prepare and support my child to develop their independence?</p>	<ul style="list-style-type: none"> - Class teachers and support staff work closely with the SENCo and external professionals to identify how we can develop children's independence. - The school has purchased a range of resources enabling children to access their learning such as Numicon. - The use of visual aids is used to support children to develop communication and understanding and so independence. - The use of interventions is used to target specific areas where children need more support to enable them to access the curriculum. For example, Speech and language groups and Catch up reading. - Praise, encouragement and positive rewards are vital in supporting children to develop their independence. For example an improvement in their writing may result in a sticker, certificate, and house points. - If a child has one to one learning support assistance, strategies are put in place as the children go through the school to develop independence. - All targets that are set for the children are to prepare them for adulthood.
<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<ul style="list-style-type: none"> - The budget, including resources and personnel, is allocated according to individuals, classes, year group and whole school needs
<p>Who can I contact for further information?</p>	<ul style="list-style-type: none"> - Class teachers should be approached by parents and carers to make an appointment either before school or at the end of the school day - Parent Support Advisers/ Welfare Assistants, Ms Appleby and Mrs Mehmet, are available at the start of the school day or by appointment - Mrs Wyse (ELSA) can be contacted if you would like to talk to hear about Emotional Literacy Support interventions - Appointments can be made with Mrs Willmott, SENCo - Appointments are available with all members of the Senior Leadership team. - Through Mrs Willmott, Ms Appleby and Mrs Mehmet referrals to other agencies for support are available, e.g. Community Parent Support Service. - The school SEN Governor is Mr Omorogbe. He can be contacted in writing via the school office. - If there are any concerns and you feel that they are not being addressed, please see the complaints policy for further information.

For information on the Enfield Local Offer please follow the link below
<https://www.enfield.gov.uk/services/children-and-education/local-offer>

For access to a Parent/Carer's Guide to Support and Ordinarily Available Provision for children and young people in Enfield Schools please follow the link below

https://www.enfield.gov.uk/_data/assets/pdf_file/0022/61825/Parent-Guide-Ordinarily-Available-Provision-Local-offer.pdf

We welcome all parents/carers to give feedback on how useful they found the SEN information report through the parent questionnaire (Appendix 5). Your feedback will help us to develop the SEN information report further.

Review date: September 2026

Appendix 1

Provision at St Edmund's Catholic Primary School for pupils with additional and special needs.

	Whole School Approach for all our pupils	Targeted support for individuals or small groups (according to need) Short/medium term	Specialised individual support (according to need) Medium/long term
Learning and curriculum approaches	<ul style="list-style-type: none"> • High Quality First teaching for all • A curriculum designed for our school and policies to meet the needs of all learners. • Consistent expectations, routines and systems across the school • On- going assessment of individual pupil's progress and attainment • Pupil progress meetings four times a year, attended by class teacher and Senior leaders • Differentiated teaching appropriate to individual pupil needs and abilities. • Parents evenings and meeting opportunities when necessary to discuss their child's progress • School Behaviour Policy 	<ul style="list-style-type: none"> • Small group work with teachers and teaching assistants • Small group work with Inclusion Teaching Assistants or specific interventions • Additional reading opportunities with an adult • 'Bespoke' meetings with parents regarding specific issues • Additional visual displays and resources supplied in class to support learning and independence • Individual behaviour systems and rewards 	<ul style="list-style-type: none"> • Individualised support from teacher, learning support assistant and other professionals • Individualised learning programme and learning day to meet specific needs • Individual Education Plans reviewed and updated termly • Classroom adaptations • Regular contact with parents • Multi-agency meetings to review areas of difficulty and levels of support
Support	<ul style="list-style-type: none"> • Home visits for all pupils starting Reception • Teaching assistant support time in each class • Support provided to meet personal and social needs • Breakfast club, five days a week • Signpost to After-School Club • Specific Provision Map updated by SENCo termly 	<ul style="list-style-type: none"> • Support/guidance from the school's Educational Psychologist • Programmes and group sessions developed and monitored by the Speech and Language therapist • Support to access external organisations and services • Tiger Teams • Play therapy • Emotional Literacy Support Assistant • Wellness Stations 	<ul style="list-style-type: none"> • Individualised support according to needs • Additional advice from medical services, CAMHS, BSS, health care teams etc. • Specific therapy programmes delivered directly by Learning support assistants or integrated into classroom

Appendix 2: Interventions

Area of Support	Type of Provision	Delivered by	Responsibility	Target children
Speech and Language	○ Individual Programmes	▪ Learning Support Assistants	▪ Speech and Language Therapist	▪ Individual pupils as identified by Speech Therapist ▪ Years Reception-6
	○ Speech and Language groups	▪ Teaching Assistants	▪ SENCo/SLT	▪ Reception – Year 5
Social Communication skills.	▪ Play Therapy	• Therapist	• SENCO	• Years: 2-6
	▪ ELSA (Emotional Literacy Support Assistant)	• Teaching Assistant	• SENCO	• All year groups
Sensory and Physical	• Individual Programme	• Learning Support Assistant • Learning Support Assistants	• Class Teachers, SENCo Occupational Therapist, Physiotherapist	• Individual children where programmes have been provided • All year groups
	• Tiger Teams	• Learning Support Assistants	• Class Teacher/SENCO/EYSI/OT Service	• Available to children in all year groups
Phonics	• Little Wandle	• Class teachers	• Class teachers, KS1 English Leader, KS1 Leader	• Years Rec, 1 and 2
	• Additional Small Group Phonics	• Teaching assistants/teachers	• SLT	• Years Reception-4
Reading and Comprehension	• Individual daily reading • Guided Reading Groups	• Class based TAs • Class teachers and KS Leaders	• Class teachers/ SENCo • Class teachers	• All year groups • Years 2 and 6
Writing	• Intervention Groups	• Intervention Teacher	• Class teachers • KS1 Leader • Year 3 Leader • Year 6 Leader	• Years 1,2,3 and 6
Numeracy	• Times Tables Rock Stars	• Class teachers and Maths Leader	• Maths Leader	• Years 2-6
	• Intervention Groups	• Intervention Teacher	• Class teachers • Phase Leaders • SLT	• Years 1,2,4 and 6
Social and Emotional/ Communication	• Secondary Transition	• Learning Support Assistant	• Pupils selected by Yr 6 CT & SENCo	• Year 6
	• ELSA	• Teaching Assistant	• SENCO	• All year groups
	• Play therapy	• Therapist	• SENCO	• Years 2-6
	• Behaviour Support Service	• Behaviour Support Service	• SENCO	• All year groups

	<ul style="list-style-type: none">• Mental Health Support Team Interventions	<ul style="list-style-type: none">• MHST Well-being practitioners	<ul style="list-style-type: none">• SENCO	<ul style="list-style-type: none">• All year groups
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Appendix 3

The following people or agencies support the school in working with children with SEN and their families.

The school works on behalf of the governing body with many other agencies. **Some children and families will need to be referred to an external professional so that we can access support and advice from them.** This is most often the case when quality first teaching and intervention groups have not helped your child to make enough progress. Parents need to give their consent so that a referral to a professional can be made. **Waiting lists for these professionals can be long and so it is advisable to refer your child as soon as you feel it necessary. If it is a health or medical matter, parents may also go to their GP for these referrals as sometimes this can be quicker than referring through school.**

Agency
Educational Psychology Service
CAMHS (Child and Adolescent Mental Health Service)
My Young Mind Enfield
School Nurse/Health Advisor
Speech and Language Services
Social Services
Enfield Early Help Services
Behaviour Support Services
Education Welfare Officer
Early Years Support Intervention
Russet House School Outreach Service
Waverly School Outreach Service
Oaktree School Outreach Service
West Lea School Outreach Service
Enfield Advisory Service for Autism
Hearing Impairment Service
Visual Impairment Service

Occupational Therapy
Physiotherapy
Play therapist
Enfield Community Partnership

These agencies (and others) can be contacted through the SENCo, Mrs. Willmott.

Appendix 4:

All members of staff have the opportunity to attend SEND training courses within school, the Local Authority and further afield.

Here is a list of courses that staff have completed to support pupils with SEND.

Training
West Lea School Visit – SEN Good Practice (Autumn 2022)
SENCO Network Meetings throughout the year
Mental Health Network Meetings throughout the year
Enfield – PE and SEN (Autumn 2022)
COSIE (Creating Optimally Safer Inclusive Environments) Safe restraint training (Spring 2022)
National College – A Webinar for Teaching Assistants: Helping Unlock the Potential of Pupils with SEND (Autumn 2022)
In house training delivered by SENCO – Engagement Model for SEN Assessment (Summer 2022), Trauma Informed Practice (Summer 2022), Roles and Responsibilities (Spring 2022), Behaviour Support (Autumn 2022), Keeping Children Safe in Education (Autumn 2022), SEN ‘The St Edmund’s Way’ (Autumn 2022)
ELSA Training (Autumn 2022)
ECT- KS1 Autism (Autumn 2022)
Enfield- Effective Inclusion in EYFS (Spring 23)

EASA- Understanding and Supporting Children with Sensory Processing Differences (Spring 23)
Enfield- Supporting Neurodiversity in your Setting (Summer 2023)
EPS- Dyslexia Training (Summer 2023)
EASA- Supporting Autistic Children in Mainstream School (Summer 2023)
EASA- Mentoring for TAs and LSAs (Summer 2023)
Enfield-Engagement Model (Autumn 2023)
Enfield- E-TIPPS Training (Autumn 2023)
HEP- SENCo Conference (Spring 2024)
EASA- Autism and Inclusion (Spring 2024)
EPS- Dyslexia Training (Spring 2024)
Enfield- Resource Making on a Budget (Spring 2024)
Enfield- Sensory Processing (Summer 2024)
In house- Widget Training (Summer 2024)
Waverley Outreach Programme- Visual Communication in the Classroom (Throughout the 2023-2024 academic year)
HEP- SENCo Cluster Meetings attended throughout the year.
HEP- Embedding Ordinarily Available Provision in the classroom (Autumn 2024)
HEP- Sensory Learning Environments (Autumn 2024)
HEP- Sensory Strategies (Autumn 2024)
Enfield Speech and Language Service- Developmental Language Disorder Intervention (Autumn 2024)
HEP- ADHD and co-occurring conditions (Autumn 2024)
Enfield- ETIPPS Workshops on Sensory Processing and Executive Functioning (Autumn 2024)
HEP- Adaptive Teaching for SEND (Autumn 2024)
Enfield- Effective Inclusion in EYFS (Autumn 2024)
EASA- Good Autism Practice (Autumn 2024)
HEP- Supporting children with complex needs (Autumn 2024)

HEP- Trauma Informed Practice (Autumn 2024)
HEP- SENCo Conference (Spring 2025)
HEP- Understanding the Autistic Profile – focus on Demand Avoidance (Spring 2025)
HEP- Understanding behaviour and relationships (Spring 2025)
Enfield- Transition Policy (Spring 2025)
HEP- Managing anxiety with CBT (Spring 2025)
HEP- What Headteachers should know about SEN (Spring 2025)
HEP- Supporting engagement of SEN in the EYFS (Spring 2025)
Enfield- An introduction to Dyslexia and Dyscalculia (Spring 2025)
HEP- Sensory Strategies to support participation (Summer 2025)
ECASS- Verbo (Summer 2025)
Enfield- Trauma Informed Practice (Summer 2025)

Appendix 5:

A copy of the parent questionnaire sent to parents/carers via Google Forms to facilitate with the development of the SEN information report.

St. Edmund's School Parents' Questionnaire
SEN Information Report
September 2024

Please help us by completing this questionnaire **after** you have read the information in the 'SEN Information Report' on the school's website.

	Strongly agree	Agree	Disagree	Strongly disagree	Don't Know
The SEN information report provides information clearly					
The SEN information report informs me of information that I did not previously know about the school					
The SEN information report clearly advises me about who I need to ask if I require more information					
The SEN information report clearly explains how the school identifies pupils with SEN					
The SEN information report informs me of how the school makes provision for pupils with SEND					
The SEN information report informs me about how children are consulted about their learning in school					
The SEN information report reflects our school Mission Statement					
Please note any additional comments or request additional information that you would like the governors to consider to be added to the SEND Policy.					

Overall, I find the SEN information report helpful.					
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