



Galliard Primary School

SEND Information Report 2025-2026



All children have a human right to be educated alongside their peers. At Galliard Primary School we are fully committed to meeting the needs of those pupils with Special Educational Needs and Disabilities (SEND) so far as is reasonably practicable and compatible with the provision of the efficient education of other pupils. In meeting these responsibilities, Galliard Primary School has due regard to the SEN Code of Practice (2014), the Disability Discrimination Act (2001) and the Special Educational Needs and Disability Regulations 2014.

Special Educational Needs at Galliard Primary School comes under the heading of 'Inclusion' and by this we mean that we want our children to grow up to be confident, independent members of an inclusive society. We know that some children will manage this with everyday Quality First Teaching and the Ordinarily Available Provision that we make for all children in the school. A copy of this document for parents can be found in the SEND section of our website. However, we are also aware that some children have periods where they find the work and their studies difficult and they will need something additional to, or different from, usual classroom practice to help them succeed.

When children need extra help to enable them to succeed alongside their peers, we say that they have Special Educational Needs (SEN). For as long as any of our children have difficulty, we will try to put in the support that they need to make progress in their learning.

Some of our children who have had a Special Educational Need can catch up with, or even overtake their peers and we know they no longer need the same level of support. Some children continue to need support throughout their Primary and even Secondary education. Our aim is to provide whatever each child needs at each stage in their education. We seek to:

- ensure that all children are safe
- ensure that all pupils are valued equally
- ensure that all pupils make progress
- work in close partnership with the parents or carers of the children

- ensure that any Special Educational Needs are identified and assessed as early as possible
- ensure that children's Special Educational Needs are met as soon as is practicable
- ensure all children have access to a broad and balanced curriculum
- work closely with the Local Authority and other agencies to identify, assess and meet children's needs
- maintain and develop staff expertise throughout the school
- monitor, review and evaluate policy and provision on a regular and systematic basis.

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What we mean by Special Educational Needs:

The terms 'Special Educational Needs' and 'Disability' can be very worrying to parents. Please rest assured, most 'Special Educational Needs' are temporary or can be overcome with time and the right support. Since the publication of the Disability & Discrimination Act (2005) there has been a duty on schools to ensure that a child's disability does not stop them joining in with all the same activities as their peers in school. There are formal definitions of Special Educational Need in the Special Educational Needs Code of Practice (available from: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>) and of Disability in the Equality Act 2010 (<https://www.gov.uk/guidance/equality-act-2010-guidance>). Broadly, a child has a Special Educational need if they need some extra support or equipment to be able to do the work that the other children are doing in class. This may be anything from a pencil grip to make writing easier to support from an additional adult. Many children will overcome their difficulties with the right support. The most important thing is to put the right support in place as early as possible. At Galliard, identifying a child's Special Educational Needs is the first step in ensuring that they overcome their difficulty. With an open partnership between parents/carers, school and our children we can work effectively to make sure each child makes the progress they are capable of. Because of the importance of early intervention, it is essential that parents and carers do not see the terms 'Special Educational Needs' or 'Disability' as labels that mark out their children as less able or less valuable than others. At Galliard we work with each child as they are now. We do not set limits on what we think they can achieve in the long term.

Type of school we are:

Galliard is a 3-form entry Primary School with children aged 2 - 11. The school also has an Specially Resourced Provision for 8 children with Autism, a Key Stage 1 Nurture Class and an afternoon provision, called 'My Space' to support children with SEMH needs.

We cater for a range of Special Educational needs. In our school there are children with language and communication needs, learning difficulties, hearing and visual impairments, social & emotional difficulties and physical disabilities.

Our Ofsted rating:

Galliard Primary School's last Ofsted in 2023 was rated: - Outstanding.

How we know if a child has Special Educational Needs:

At Galliard, we have developed a whole school approach to SEND. This involves working with parents. Sometimes, the first signs of difficulty are picked up through conversations at home, so we encourage parents to raise any concerns about their child with his/her class teacher or a member of the Inclusion Team. The members of the Inclusion Team are: Miss James (DHT for Inclusion) and Mrs Radakovic (SENCO). This applies not only to children who are new to our school but parents of children in any year. There is also an opportunity to make an appointment with one of the team members at every parent consultation evening.

Information leading to the identification of children's SEND may come from a number of other sources. We constantly monitor the progress of our children. Any concerns are highlighted at fortnightly Department Meetings and Termly Progress Meetings. Concerns about children who may have difficulties with their learning are reported to one of our Inclusion Team through our SEN concern form or by a referral to My Space.

What we do to help children with special educational needs:

Class teachers are the first people with responsibility for children with Special Educational Needs. They will coordinate with you as parents /carers, with your children and with the Inclusion Team. In order to support our children with SEND we have a range of strategies and resources that we employ.

As part of whole class learning:

First and foremost, children are supported with teaching and activities planned by class teachers which address the needs of all the children in each class. This is Quality First Teaching. Our teachers have had training about and refer to Enfield's Ordinarily Available Provision document which provides examples of support for each area of SEND. If your child is having difficulty with the work the class is doing their teacher may provide scaffolded work which addresses the same area (for example, reading comprehension, addition) but where the work is made easier in some way (an easier text, less complex questions or smaller numbers); or they may provide extra teaching time during assembly, at playtime or lunchtime to help, or they could provide homework to help address the area. Sometimes extra equipment or simply sitting a child closer to the teacher may be enough. Sometimes children may have home/school books to aid communication between home and school and have a regular discussion with a member of the school staff.

In small groups:

Some children have longer periods where they find it difficult to work at the level and the speed that other children in their class are managing. For these children, Learning and Teaching Support Assistants work with small groups of children. These children then benefit from a focused series of lessons to help them access the curriculum at a level which suits them. Often a period working in such a group allows a child to catch up with the rest of their class and to work successfully in the main class.

More formal support – the Individual Education Plan (IEP):

If a child has had support and continues to have difficulty working at the same level as their peers, a teacher or a parent may contact one of the members of the Inclusion Team to discuss whether that child should have an Individual Education Plan (IEP). This involves a meeting once per term between the teacher, the parent/carer and, if appropriate, the child and the teaching assistant and may include a member of the Inclusion Team. At the meeting, the child's strengths and areas for development are discussed and targets and strategies are agreed for all to support the child with for the coming weeks.

A number of children who have had an IEP during their time at Galliard no longer need one by the time they leave.

Using Outside Agencies:

Sometimes children continue to have difficulties in spite of extra support. Sometimes the staff at school or a parent may identify a particular difficulty that is presenting a barrier to a child's learning. This difficulty may be one that our staff are not qualified to assess or to tackle without

advice. In this situation, the school may need advice from an outside expert to help us provide what your child needs.

In addition:

Parents are consulted and will be informed of the provision in place as well as ways in which they may support at home.

Children may have home/school books to aid communication between home and school and have a regular discussion with the class teacher or Learning and Teaching Assistant. The school provides a half termly SEND Coffee Session, where you can also discuss any concerns and strategies can be shared.

How we adapt our teaching for children with special educational needs:

Galliard Primary School has an ethos which promotes inclusion. There are children with SEND in every class, therefore all teachers are teachers of children with SEND and all staff play a vital role in ensuring the full integration of pupils with SEND. The school ensures access to a broad and balanced curriculum (including the Early Years Foundation Stage and National Curriculum). Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible. The Deputy Head Teacher – Inclusion and SENCO support the class teacher in planning for children with SEND whenever needed.

If your child has difficulty accessing the curriculum, their teacher will plan scaffolded tasks which will usually address the same areas as the work being done by the rest of the class but will be adapted to the level at which your child is working. Sometimes the adaptation will be for the child to do some easier questions or to be expected to manage fewer. Sometimes the approach to the task may be adjusted. They may be set to work alongside a child who is more confident; they may work in a small group with adult support; a child who finds writing very difficult may be allowed to type or to dictate their work; the child may be guided to use extra resources to help. Our aim is to ensure that all our children can succeed in the tasks they are set. By allowing children to practise skills at an appropriate level we enable them to build confidence and to reach the next step in their learning.

How we decide what resources we can give to a child with Special Educational Needs:

Lessons are carefully scaffolded to meet your child's needs and equipment chosen to suit their learning need. The resources we can allocate to any child depends on what is available, the level and the nature of a child's need and whether the child has individual funding. In general, children who do not have an EHCP will be supported in one or more small groups mainly within the classroom and occasionally be withdrawn from class. All adults running groups report on the progress of the children in their groups. Where support does not appear to be working for a group of children or for an individual child, we will consider what steps to take next. If a child has an EHCP we carefully consider how the funding should be best used to meet the child or young person's outcomes instead of routinely allocating a 1:1 Teaching and Learning Assistant to them. This may include training for staff working with the child or young person, educational resources that will enhance the accessibility of the curriculum and/or more specialised teaching support for group interventions. Social skills are a very important part of what children

learn in school and we know that having an adult with a child all of the time can interfere with developing these skills.

Specific resources and strategies may be used to support a child individually and in groups e.g. Speech and Language sessions, 1:1 phonics tutoring and groups, practical activities, social skills etc.

How we check that a child is making progress and how we keep parents informed:

Your child's progress is continually monitored by his/her class teacher. His/her progress is reviewed formally every term through teacher assessment and some standardised tests. Children are judged to be working below age related expectations, at, or above. If your child is in Year 1 and above, but needs a more sensitive assessment tool, a specialist monitoring process is used, which shows more detail and clearer, smaller but significant steps of progress (we use the Birmingham toolkit). The Autism Progression Framework may also be used for children with Autism. Progress in other areas, such as attendance, engagement in learning and behaviour are also monitored. In addition, you will be kept informed about your child's progress through parents evening consultations. If your child has an Individual Education Plan, you, your child and your child's teacher will be able to discuss their progress and decide the targets in the plan.

Support we offer for children's health and general wellbeing:

At Galliard we are committed to ensuring our children make a positive and healthy a start in life. We have a sports coach who works with classes from Nursery to Y6 and runs afterschool clubs. Usually our after-school activities include: football, netball, gymnastics, art, choir, multi-skills. We are currently developing and extending our offer of lunch time clubs for all children to include Nurture, ICT, Art, Boxercise, gross and fine motor skills, Chess club etc.

Children who regularly need to take medicines will have a Care Plan which parents /carers will draw up with Miss Eman, the Welfare Officer. All medicines are carefully monitored and recorded. In addition, we have close working relationships with the School Nurse Team, the Hearing Impairment team, Paediatric Occupational Therapy and many other health care professionals. The school focuses each week on an area from the social & emotional aspects of learning through weekly class talk time sessions. In September 2021 we introduced the Relationships and Sex Education Curriculum (RSHE). We have a number of ways of supporting children who have difficulties managing their behaviour. We have a Nurture group which supports children in KS1 in a small group with two adults. The Nurture group comes with support from health professionals including an occupational therapist and a speech and language therapist. We have a provision entitled "My Space" for children with SEMH needs which is run by our Nurture staff in the afternoons. They run groups such as Worry group, Sparkle group, Cooking, Boys' group and help children to manage difficult feelings around friendships, worries, anger and bereavement. Children finding it difficult to manage their behaviour may be supported with a behaviour plan, a Pastoral Support Plan or by the borough's Strengthening Wellbeing, Emotional Health, Relationships and Readiness to Learn Team (SWERRL) who will develop a Personal Support Plan which identifies targets and ways to achieve them. We may also refer to other external agencies such as Every Parent and Child or Child and Adolescent Mental Health Service (an expert provision). We have a designated mental health lead for the school. Attendance at Galliard is monitored by our attendance officer in conjunction with our DHT for Inclusion to ensure that our children are in school as much as possible so that they make the best of the opportunities it presents.

How we gather children's views:

- Children contribute to their Parent Meeting every term.
- Your child will contribute to his/her EHCP meeting.
- Your child is encouraged to discuss school issues that can be taken to the school parliament.
- Staff discuss issues with your child and if they are able to contribute ideas they will be encouraged to share them with their peers.
- Assemblies
- Talk Time
- RSHE and PSHE sessions
- If your child has shared concerns or ideas with you, but they feel they cannot discuss them in school you can bring them to the Class Teacher.

Specialist external services we use when we think extra help is needed:

The school has:

- A Specially Resourced Provision
- A Nurture Class
- My Space – afternoon provision for children with SEMH needs
- ELKLAN trained staff
- Place2Be trained staff
- Psychological First Aid trained staff

The school has access to:

- Educational Psychologist
- Speech Therapist
- Social Services
- Children and Adolescent Mental Health Service
- Waverley School Outreach (SEND School)
- Russet House Outreach (Special School for children with Autism)
- Oaktree School (Special School for children with complex needs)
- Enfield Advisory Service for Autism

- Occupational Therapy
- Physiotherapy
- Early Years Support Inclusion
- Joint Services for Children with Disabilities
- SWERRL (formerly, Behaviour Support Service) Strengthening Well-being, Emotional Health, Relationships and Readiness for Learning.
- Family Support
- The Virtual School for Looked after and Previously Looked After Children
- School Nurse Service
- Citizens Advice Bureau

Enfield's local offer can be found here: -

<https://new.enfield.gov.uk/services/childrenand-education/local-offer/education/local-offer/>

Voluntary agencies:

- Special Educational Needs and Disability Information, Advice and Support Service: - <http://enfieldsendas.org.uk/>
- Our Voice: - www.ourvoiceenfield.org.uk
- National Autistic Society: - www.autism.org.uk
- Mencap - www.mencap.org.uk/
- Fathers Group: - www.enfieldparents.org.uk

The training our staff have had or are receiving:

Our teachers and teaching assistants are continuously training. Each week teachers have an evening training session. The whole staff benefit from training sessions on the 5 INSET Days. The school has a School Development Plan, which includes identified training needs for all staff to improve the teaching and learning of children including those with SEND. In addition, members of staff attend training from a wide range of bodies outside the school.

The Inclusion Team regularly attend training for SENCOs / Inclusion Managers on matters affecting the education of children with SEND. Our Nurture Group team have training sessions with their colleagues across the borough.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the EASA service or medical /health training to support staff in implementing care plans.

All staff have had training around Special Educational Needs – For example, we explored in detail the Local Authority's 'Ordinarily Available Provision' document to look at appropriate resources to support children with different needs.

All Learning and Teaching Assistants have access to training. During their Professional Development Interviews, staff indicate their area of interest and training needs. The Deputy Head - Inclusion selects suitable courses for their needs. Some examples of training staff have recently attended are: Well-being training and support; Training and support from SWERRL; Advice from Waverly, West Lea and Oaktree School's Outreach Services; support and training from the Enfield Advisory Service for Autism.

How we include children in activities and school trips:

All of our after-school activities and school trips are open to all children. If necessary and practicable we will ensure extra adults accompany children who need additional support. Where we are aware that one of our children may need extra support or a different approach to enable them to access a trip, we will discuss appropriate arrangements with their parent or carer. Safety is considered at all times. Risk assessments are completed prior to all trips. Before any trip or activity an assessment is completed to ensure accessibility for all. Social stories may be used to ensure the child has a good understanding of what is going to happen wherever needed.

Our school environment:

Our school site is accessible to users with mobility difficulties. The classrooms and corridors are clearly lit and kept clear to ensure children with visual difficulties are catered for. When a child with special needs enters the school their needs as a whole are carefully looked at and any equipment provided. When agencies advise additional equipment, where possible it is provided. Equipment can also be loaned to parents to help support their children's needs. We may adapt texts for visually impaired children by increasing the size of letters or provide specialist laptops. We can also provide coloured overlays to help children who have difficulty with visual stress with their reading. Special equipment for individual children will be supplied from the school's resources, if possible, in other cases we are sometimes able to access funding from local grant-giving bodies, or specific funding may be allocated as part of a child's EHCP.

Admissions of new pupils.

No child will be refused admission to our school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision for them (see the School's Admissions Policy). Children who already have identified special educational needs should make this known to us at the time of the application for them to join our school so that we can ensure the correct support is in place for them. Children who are already in receipt of an Education, Health and Care Plan need to apply for a place at our school through SEN Services at the London Borough of Enfield. They can be contacted by email on sen@enfield.gov.uk or phone 020 3821 1919.

How we prepare for children joining our school and leaving our school:

Children entering our Early Years classes (2yr old provision, Nursery and Reception) are given an appointment to meet with the class teacher and Nursery Nurses before they start. During this meeting the staff will meet your child and talk to you about their strengths and

needs. After this meeting all the children are invited to a "Stay and Play" session where they will experience our Nursery during the half-term before they are due to start. 2yr provision provides 15 hours funding for sessional places, Nursery provides 15 hours and 30 hours places and Reception provides full-time education to the children. All children will have a shorter settling session to start and the Nursery children will visit Reception during the term before they move over. To help SEND children manage the transition, for the first few weeks of the new school year, some children attend part-time until they are ready to manage a whole school day. Children beginning school after Reception will have a meeting with their parents and our admissions office, Ms Backory. Here, routines and expectations are explained and parents have an opportunity to tell the school about their child.

For children who join school at other times, the first introduction to the school is carefully planned. Ms Backory meets with parents and if the child has known SEND, a member of the Inclusion Team will also attend to discuss any support that is required.

When a child transfers from another school and has known SEN, every effort is made for a member of the Inclusion team to visit the child in their current setting. Social stories are provided when appropriate and visits can be planned to support the change.

If a child has to move to another school, the transition to the new school is carefully planned and parents are kept fully informed. A social story or photographs are used to show the child where they are going and the new support they will be getting.

In Year 6

A member of the Inclusion Team will invite the secondary staff in to discuss the child and share successful strategies and any areas for development.

Your child may attend a small group in school, to support their understanding of the changes ahead. This may include a 'Passport' or transition book about themselves for their new school.

Several visits are made to the new school and if possible, staff from the new school will visit your child in their current school.

Moving classes

Key information will be passed on to the new class teacher IN ADVANCE. A social story is provided for all the children who will benefit from a visual prompt and when needed, a transition programme is planned. A Passport may be developed to support the transition.

How parents are involved in school life:

While we are responsible for your children during the school day, you know them best and spend the most time with them. As such we value your knowledge of your children and aim to work cooperatively with you to make the best of their time in school. To enable parents and carers to keep in touch with staff, members of the Senior Leadership Team and/or the Inclusion team are at the school gates at the beginning of the day. This provides an opportunity for brief exchanges, but longer discussions can also be organised by contacting the office to make an appointment. At the end of each day, teachers dismiss the children from their class (or convenient outside area) and are available for a brief exchange. Again, if you need to have a longer conversation this can be organised through the office staff. As well as these day-to-day arrangements, there are 3 parent consultation sessions in a year; in

the Autumn, Spring and Summer terms. The first is an opportunity to meet and discuss how your child has started the year. The second meeting focusses on their progress so far through the year and the last meeting is around meeting their new teacher and passing on important information. Parents and Carers of children with IEPs are always invited to

discuss targets for their children. Where possible we will arrange for interpreters at parents' evenings. School has several members of staff that are able to interpret for you. The school maintains a website which informs parents and carers about developments in school. Each year group has their own curriculum web page which informs parents on a termly basis about the areas to be studied that term and providing suggestions about how to support children in their learning. Homework is set through MyMaths and daily reading at home is encouraged. You are encouraged to discuss any concerns at the first opportunity

Who to contact for more information or to discuss a concern:

The first person you should talk to if you are concerned about your child is their Class Teacher. They will make an appointment to meet with you at a time where you will be able to talk without interruption. If you feel you would like to talk to one of the Inclusion Team, this is usually best done along with your child's class teacher. If you tell your class teacher, he or she will set up an appointment when one of the lead teachers can attend.

Who to contact to complain:

There is a COMPLAINTS PROCEDURE which can be downloaded from the school website or which the office can provide. This details the procedures that we follow when people are concerned about the way the school has dealt with any issue. If you are concerned about a decision or an action taken by a member of staff it may be easiest to discuss it with them directly. If you do not think this is appropriate, or you have tried and do not feel that you have had a satisfactory response, your complaint should be taken to a member of the Senior Leadership Team. The staff in the office will help you to organise this. If this does not resolve the issue, we will be able to advise you as to what the next steps are to pursue your complaint further.

In addition:

If your child is undergoing statutory assessment, you may also be supported by the Children's Services SEN Team. They will ensure that you fully understand the process.

Our offer to children with special educational needs and disabilities was prepared in July 2014

It was reviewed in July 2015, July 2016, July 2017, July 2018, July 2019, July 2020, July 2021, March 2022, March 2023, September 2024 and September 2025

It will be next reviewed in September 2026.

Galliard Primary School Provision Map

At Galliard Primary School we want all our children to achieve their maximum potential. Sometimes this means that they made need a little bit of extra help. The SEN Code of Practice 2014 identifies different areas of need those children may have. The four areas of need are: communication and interaction; cognition and learning; social, emotional and mental health; sensory, physical and other. Our provision map shows how for each of these areas of need we can aim to provide support and help as part of a graduated approach.

Communication and Interaction

Universal Provision through Quality First Teaching	Additional provision (additional to Quality First Teaching)	High Needs Provision (highly differentiated to meet individual needs)
<ul style="list-style-type: none"> • Scaffolding activities in lessons to meet the needs of the class. • Supported questioning. • Extra thinking time if needed. • Scaffolding outcomes. • Scaffolding homework. • Careful positioning of children in the classroom to facilitate partner talk and aid learning potential. • Teacher modelling. • Visual timetables and visual supports. • Writing frames and scaffolding support. • Working walls showing key vocabulary for all subject areas. 	<ul style="list-style-type: none"> • Individual Education Plan for all children at SEN Support level. • Colourful Semantics and Widget resources. • RWI tutoring. 	<ul style="list-style-type: none"> • Education, Health and Care Plan. • Termly appointments with speech and language therapist for assessment, target setting and modelling of resources/approaches with Teaching and Learning Assistants. • Referrals to outside agencies for further advice and support if required such as Enfield Advisory Service for Autism (EASA), Educational Psychologist, specialist teachers for Visual or Hearing Impaired pupils, Russet House

<ul style="list-style-type: none"> □ Regular opportunities to read to an adult in school. □ Use of ICT to support learning and provide different ways to record learning. 		<p style="text-align: right;">and Waverley School outreach services. Personalised curriculum. Access to sensory room.</p> <ul style="list-style-type: none"> □ □ □
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Cognition and Learning

Universal Provision through Quality First Teaching	Additional provision (additional to Quality First Teaching)	High Needs Provision (highly differentiated to meet individual needs)
<ul style="list-style-type: none"> • Scaffolded activities in lessons to meet the needs of the class. • Supported questioning. • Extra thinking time if needed. • Scaffolded outcomes. • Scaffolded homework. • Careful positioning of children in the classroom to facilitate partner talk and aid learning potential. • Teacher modelling. • Visual timetables and visual supports. • Writing frames and scaffolded support. • Working walls showing key vocabulary for all subject areas. 	<ul style="list-style-type: none"> • Individual Education Plan for all children at SEN Support level. • RWI tutoring. • Colourful Semantics and Widget resources. 	<ul style="list-style-type: none"> • Education, Health and Care Plan. • Small group/paired or individual support in lessons, particularly for core subjects. • Termly appointments with speech and language therapist for assessment, target setting and modelling of resources/approaches with Teaching and Learning Assistants if need. • Referrals to outside agencies for further advice and support if required such as Enfield Advisory Service for Autism (EASA), Educational

<ul style="list-style-type: none"> <input type="checkbox"/> Regular opportunities to read to an adult in school. <input type="checkbox"/> Use of ICT to support learning and provide different ways to record learning. <input type="checkbox"/> Writing slope. <input type="checkbox"/> Funky Fingers. <input type="checkbox"/> Wobble cushion. <input type="checkbox"/> <input type="checkbox"/> 		<p>Psychologist, specialist teachers for Visual and Hearing Impaired pupils, Russet House and Waverley School outreach services.</p> <p>Personalised curriculum.</p> <p>Access to sensory room.</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/>
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Social, Emotional and Mental Health

Universal Provision through Quality First Teaching	Additional provision (additional to Quality First Teaching)	High Needs Provision (highly differentiated to meet individual needs)
<ul style="list-style-type: none"> • Whole school behaviour policy. • Individualized reward systems. • MySpace group sessions. • Talk time class assemblies. • Visual timetables and supports. • Access to sensory room. 	<ul style="list-style-type: none"> • Individual Education Plan for all children at SEN Support level. • Personal Behaviour Support Plan. • MySpace groups to meet identified needs. • Use of Boxall profile to identify needs. • Nurture class. • Behaviour mentor. • Social stories. 	<ul style="list-style-type: none"> • Education, Health and Care Plan. • Individual risk assessment. • Support from Teaching and Learning Assistant. • Adapted timetable. • Referral to outside agencies if required e.g., SWERRL (Strengthening Wellbeing, Emotional health, Relationships and Readiness for Learning), CAMHS (Child and Adolescent Mental Health Services).
	<ul style="list-style-type: none"> <input type="checkbox"/> Individual sessions with MySpace staff. 	

Sensory, Physical and Other

Universal Provision through Quality First Teaching	Additional provision (additional to Quality First Teaching)	High Needs Provision (highly differentiated to meet individual needs)
<ul style="list-style-type: none"> • Scaffolded curriculum. • Supported questioning. • Clear, uncluttered surroundings. • Enlarged print. • Use of ICT to access lessons and record work in different ways (e.g. adapted laptop, reading pen). • Writing slope. • Wobble cushion. • Pencil grip. • Access to sensory room. 	<ul style="list-style-type: none"> • Individual Education Plan for all children at SEN Support level. • Fine motor skills group. • Funky fingers. 	<ul style="list-style-type: none"> • Education, Health and Care Plan. • Individual risk assessment. • Support from Teaching and Learning Assistant. • Adapted timetable. • Referral to outside agencies if required e.g., Occupational Therapy. • Joseph Clark outreach – visual impairment. • Enfield and Haringey Hearing Service – hearing impairment. • Speech and language service.

Be The Best You Can Be

These groups are all subject to change as we aim to support the different needs of children as they are presented at any given time.

For more information about any of these groups, please contact Mrs Sarah Radakovic (SENCo) or Ms Dawn James (Deputy Headteacher, Inclusion) on 020 8804 1818.