

monitor, review and evaluate policy and provision on a regular and systematic basis and offer an extensive range of interventions for individuals and groups. Where additional intervention is required it is tailored to the individual needs of your child.

Type of school we are

ECS is an 'all through' school, accepting learners from age 4 to 19. We are a mixed community comprehensive school serving the boroughs of Enfield and Edmonton. We are vertically split between two sites, called the Bury and Cambridge campuses. We run a Foundation Learning class throughout Year 7 and 8 to support students with additional learning needs and who are working well below expectations at the point of transition to secondary school. This class is run on the established nurture principles, which state that:

1. Learning is understood developmentally
2. The classroom offers a safe base
3. Nurture is important for the development of self-esteem
4. Language is understood as a vital means of communication
5. All behaviour is communication
6. Transitions are significant in the lives of children

Inclusion Staffing:

Director of Inclusion – Ms N Younes
Educational Psychologist – Dr J Upton
Wellbeing Practitioner – Ms K Skuse
Therapeutic Programme Manager – Ms R Shojaii
Primary SENDCo – Mrs S Sen
SENDCO of the Bury campus - Mr C Hosier
SENDCO of the Cambridge campus – Ms K Das
SEND teachers
Family Support Coordinators
EAL teachers
Counsellors
Behaviour mentors
Higher Level Teaching Assistants (HLTA)
Graduate Teaching Assistants /Teaching Assistants

Our Ofsted rating

Our 2014 Ofsted rating was 'Good.' A short inspection in November 2018 confirmed that the school continues to be good.

How we know if a child/young person has special educational needs

Home visits are completed by our primary phase team for all new learners arriving at the primary phase.

Our Key Stage 3 team visit local feeder primary schools. They gather detailed information of SEND so that we can provide continuity of support between primary and secondary school. Further visits are carried out by the SENDCo or EP.

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Provision for those with significant absences, either because of illness or school refusal or other reasons.

Provision for those who have experienced adverse childhood experiences

We also offer support for the following groups:

Learners at risk of not entering further employment, education, or training once they leave school

Looked after children

Young Carers

Learners at risk of exclusion

Learners entitled to free school meals

Learners learning English as an additional language

Ethnic minorities and children from other cultures, including gypsy and Roma

Lesbian, gay, bisexual, transgender, queer or questioning pupils

Learners who have experienced adverse childhood experiences

Other vulnerable groups

How we decide what resources we can give to a child/young person with special educational needs

The Inclusion team work with the Year 7 pastoral team to plan the provision of support to all learners who arrive in ECS in year 7, ensuring continuity of support from primary school. We invite all SEND student's to attend our summer school programme, as part of their transition from primary to secondary school.

We decide what resources to allocate to young people by ensuring that a phased period of assessment of their needs is carried out. This involves careful history taking, review of records and direct observation, as well as 1:1 assessment. Most importantly we will ask parents, class teachers and the student to contribute their views. This information will help us decide how best to meet a students' needs and plan an intervention. After a period of time we will carry out a follow up assessment to see if your child has learned what we want them to.

This process could be best summarised as 'Assess, Plan, Do, Review.'

We run a fortnightly panel meeting where SEND and pastoral staff make joint decisions about resource allocation. Parents will always be informed about panel decisions and their views will be respected and considered.

We believe that parents know their child best and are therefore key partners in the assessment process. Their views will always be respected.

Within the Primary phase class teachers will review IEPs and student targets with parents on a termly basis which helps to inform the provision for that child.

How we check that a child/young person is making progress and how we keep parents informed

Ongoing monitoring by class teachers, with detailed reviews at three 'data windows'

We review the progress of students with statements and forthcoming EHC plans at annual and termly reviews, as well as through daily

We view all behaviour as a form of communication, it is our role as educators to understand and respond to the message contained within the behaviour, rather than to the behaviour itself.

We understand the principles of trauma informed practice and are working to incorporate good practice in our systems. We have used our CPDL programme to deliver training to teaching staff about trauma informed practice.

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

We directly employ a number of specialist support staff and facilities, including:

Educational Psychologist

We also make use of an extensive range of specialist support agencies, including:

Speech and language therapists

They assess and supports students with speech, language and communication difficulties. They also work with people who have eating and swallowing problems.

Social Care Services

Children's social care services work in partnership with other agencies to provide support for a range of issues that may be affecting a child's welfare.

Dazu

DAZU is a registered charity that can provides a range of services to vulnerable young people, including counselling and recreational opportunities. They also work closely with young carers or children with caring responsibilities up to the age of 18.

Young Carers Project

They work in partnership with schools to help raise awareness, identify and support young carers. Young cares are any student who is affected by care responsibilities within the home where the person being cared for has a long term illness, mental health issues, learning difficulties or difficulties resulting from substance/alcohol use.

LYRC

LYRC delivers a mentoring service in ECS to support vulnerable learners. Their main objectives are to increase self-confidence, improve academic performa4q72.744 77.544544 9(ove/F1 12 Tf1 C

Education Welfare Officer (EWO)

Offers information, advice and support if you have concerns about your child's attendance at school. The school will also work with the EWO for student's whose attendance is below 90%.

Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)

Offers free advice, information and support to parents of children with special educational needs and/or who are at risk of exclusion from school

Occupational therapy (OT)

The OT help people with everyday activities that they find difficult to do.

Child Development Centre (CDDC) / eHealth Centre

How parents are involved in school life

We believe that parents know their child best and are key partners in working together to help their child. Therefore, a key part of any SEN assessment is to ensure that parents have been able to express their concerns and that their views have been listened to and understood. Further to this aim:

Parents are encouraged to discuss any concerns at the earliest opportunity.

The school web site provides up to date information. This is also communicated home through the newsletter.

Parents are invited to the mentoring sessions which are timetabled across the school year. Home visits and workshops are delivered by the family support worker.

Annual reports are sent to parents.

Year 7 transition coffee morning.

Regular dialogue is encouraged through the school journal.

The school makes use of translators and interpreters to communicate with parents whose first language is not English.

Parents are invited to attend all information events which are planned during various stages of the academic year.

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

If you have a concern your first point of contact should be your child's class teacher, Progress Leader or Student Manager. They will inform the appropriate member of the inclusion team and further action will be taken, it will be taken of them

