

# Forty Hill CE School

## Special Educational Needs and Disability (SEND)/Inclusion Policy



### Definitions of Special Educational Needs and Disabilities (SEND)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Special educational provision is educational or training provision that is additional to, or different from that made generally for other children of the same age by mainstream schools.

A child of compulsory school age has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools (SEND Code of Practice, 2014).

Learning difficulties may be caused by:

- Physical or mental disability (PD)
- Sensory difficulties e.g., vision or hearing impairment (VI or HI)
- Speech, language and/or communication difficulty (SLCN)
- Social, emotional, and mental health (SEMH)
- Autistic Spectrum Condition (ASC)
- Developmental Language Disorder (DLD)
- Multi-sensory impairment (MSI)
- Specific learning difficulties with reading, spelling, fine motor skills and/or gross motor skills (SpLD)
- Moderate learning difficulty with English and/or Maths (MLD)
- Severe learning difficulty (SLD)
- Profound and multiple learning difficulty (PMLD)

These difficulties can present in pupils throughout the ability range. A child may present with a combination of two or more areas of need. There will be times (COVID-19) when some children may have fallen behind and therefore find learning difficult. If this has been identified they will be supported by the appropriate resources and environment after a conversation with the parents and teacher.

At Forty Hill C.E. School, we identify these needs ourselves and/or with external agencies, put appropriate interventions in place and monitor progress closely. This is part of the identification process. There is a continuum of needs, and whether this may be minor or of a more serious nature, all needs must be addressed so that children can progress and reach their potential.

In addition to the above, the school recognises that pupils with medical conditions are appropriately supported to ensure full access to the curriculum. These pupils will not require SEN Support unless their medical need affects their learning.

Children who speak English as an additional language (EAL) will receive support when appropriate but not SEND support unless they have an additional SEND.

## Rationale and Aims

### Rationale

Forty Hill CE School is committed to providing a high-quality education for all children. We are an inclusive school and seek to raise achievement and remove barriers to learning so that our children can achieve their full potential. We recognise that each child is unique and aim to provide support in a sensitive, caring manner.

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. High-quality, adapted teaching for individual pupils is the first step in responding to pupils who have or may have SEND.

The school ensures access to a broad and balanced curriculum (including the Foundation Stage and National Curriculum) in the following ways:

- Staff use a variety of teaching strategies
- Staff are aware that additional intervention support cannot compensate for a lack of good-quality teaching
- Flexible employment of support staff e.g., individual, group, or in-class support and targeted teaching
- Variations in expectations of achievement for individual children
- Classrooms have visual timetables and children can access coloured overlays to support them.
- Classroom layouts are used flexibly to support SEND needs, e.g., ASD, ADHD, Dyslexia, etc.
- Children with EHCPs will have an EHCP Outcomes document which outlines their personal needs and strategies to help them learn, which are available to all staff who have contact with them.

### Aims

- To provide children with SEND with the same opportunities as all children
- To identify children's needs with early intervention with all staff sharing the responsibility for identifying, assessing, and meeting the needs of children with SEND
- To ensure access to a broad and balanced curriculum through adapted planning and reasonable adjustments
- To provide access to appropriate intervention programmes according to the needs of the child
- To keep clear, up-to-date records tracking individual children, as they move through the school
- To work in partnership with parents/carers, pupils and outside agencies
- To ensure that resources are identified and coordinated according to the needs of individual children, as outlined in their IEPs or EHCP
- To ensure that all governors and parents/carers are aware of the policy
- To co-produce with parents/carers and pupils achievable and relevant targets for children on the SEND register
- To work within the guidance provided in the [SEND Code of Practice 2015](#)

### Our Vision



Jesus said "As I have loved you, so you must love one another.  
By this everyone will know that you are my disciples." John 13:34-35

Following Jesus's example, we treat each other, our community, and God's amazing world with love, respect and compassion. We aspire to ignite curious minds, nurture a passion for learning and enable everyone to experience and share **faith**, **hope** and **service**.

**Learning and living in Faith, Hope and Service**

## Identifying Special Educational Needs

For some children, SEN can be identified at an early age. However, for other children, difficulties become evident only as they develop. At Forty Hill CE School, we have developed a whole-school approach to SEND. This involves identifying individual needs early and working closely with parents/carers. We listen and understand when parents express concerns about their child's development, and we also listen to and address any concerns raised by children themselves. The purpose of identification is to decide what provision will best support each child so long-term outcomes are improved. The whole child is considered, not just their special educational needs.

Teachers constantly monitor children's progress through observation, discussion, work produced and regular assessment. Termly Pupil Progress meetings are held with teachers and the Senior Leadership team to review the progress of all children. Children underachieving are identified and ways of getting them back on track are discussed. If we have other concerns, for example, if a child is exhibiting behaviours that require intervention, or if a child continues to underachieve, the teacher will arrange to meet with parents and the SENCO so that together we can decide how best we can provide support to enable them to fulfil their potential.

The identification of children's SEND may come from several sources. These include:

- Pre-school - liaison with pre-schools or nurseries, pre-school support from external agencies, information provided by parents/carers and pre-school transition meetings
- In school - staff observations and experience of pupils, levels of attainment, behaviour, pupil progress meetings, Foundation Stage Profile, Early Learning Goals, pre-key stage assessment standards, reports from external agencies, reports from previous schools, standardised screening, and assessment tools

Staff can raise concerns about a child with the SENDCo at any time. Based on the school's observations, pupil progress meetings, assessment data and following a discussion between the class teacher and SENDCo, the child may need one of the following:

- An adapted curriculum
- Additional support in class
- SEND Support
- Referral to an outside service
- An EHCP

Pupils will only be identified as needing SEND support if, having received high-quality teaching, adapted learning tasks and appropriate targeted teaching/adjustments, they do not progress towards achieving their full potential. Parents/carers are always consulted and will be informed of the provision in place.

If a child requires SEN Support, their special educational needs will be classified into one or more of the following:

- **Communication and Interaction**

Children and young people with speech, language, and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use typical social rules of communication. Children and young people with ASC, including Asperger's Syndrome and Autism & DLD (Developmental Language Disorder), are likely to have difficulties with social interaction.

- **Cognition and Learning**

Support for learning difficulties may be required when children and young people learn slower than their peers, even with appropriate adaptations. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), Specific Learning Difficulties (SpLD) or Profound and Multiple Learning Difficulties (PMLD).

Specific Learning Difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, and dyspraxia. Individuals with PMLD will likely need support in all areas of the curriculum and associated difficulties with mobility and communication.

- **Social, Emotional and Mental Health (SEMH) Difficulties**

Children and young people may experience a range of social and emotional difficulties that manifest in many ways. These may include becoming withdrawn or isolated, and displaying challenging, disruptive, or disturbing behaviour. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder (ADHD) or attachment disorder. These are all under the umbrella term SEMH.

- **Sensory and/or Physical Needs**

Some children and young people require special educational provisions because they have a physical disability. Their physical disability may prevent or hinder them from using the educational facilities generally provided. These difficulties can be age-related and may fluctuate over time.

The following are not necessarily SEN but may impact on progress and attainment:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Receiving Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Being a child from a GRT (Gypsy, Roma, Traveller) community

### **A Graduated Approach to SEND Support (Assess – Plan – Do – Review)**

Class teachers, supported by the senior leadership team, regularly assess the progress of all pupils. Pupils making less than the expected progress, given their age and individual circumstances, are identified.

This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Is unable to meet or better the child's previous rate of progress
- Does not close the attainment gap between the child and their peers
- Widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs.

Once a potential special educational need is identified, four types of action will be taken to put effective support in place: Assess – Plan – Do – Review. This is the graduated approach called SEND support. Earlier actions are revisited, refined, and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes.

- **Assess** – Once concerns have been raised indicating that a child may have or has a special educational need, the class teacher and SENDCo will consider all the information gathered from within the school and from parents about the child's progress, alongside expected progress. We will involve the pupil (age appropriate) and parents to enable us to develop a good understanding of the child's areas of strength and difficulty, and potential next steps. Specialised assessments from outside agencies and professionals may be sought, such as the Educational Psychologist, Speech and Language Therapist, Occupational Therapist, etc.

- **Plan** – All teachers and support staff working with the pupil will be made aware of the child’s needs, the specific targets and outcomes sought, the support provided, and teaching strategies or approaches required. This will be recorded on the child’s IEP and the class provision map.
- **Do** – The class teacher is responsible for working with the child daily. The class teacher still retains responsibility for the pupil where interventions involve group or one-to-one teaching outside the classroom. Teachers work closely with support staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching. The SENDCo will continue to support the class teacher in further assessments of the child’s particular strengths/weaknesses and advise on effective support implemented.
- **Review** – The effectiveness of the support and interventions and their impact on the pupil’s progress will be reviewed alongside attainment data by the SENDCo, Headteacher, ~~Senior Mental Health Lead~~ and Class Teacher at each assessment checkpoint, along with the views of the pupil (age appropriate) and their parents. This will feed back into the analysis of the child’s needs. The class teacher, working with the SENDCo, will revise the support considering the pupil’s progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil, and the need to involve outside agencies if this has not happened before.

Children's progress is not always linear, and we understand their development may vary. Our policy and educational provision are designed to provide flexible support recognising that each child's journey is unique and may involve challenges or setbacks along the way.

### Consulting and Involving Pupils and Parents

At Forty Hill, we ensure everyone has a voice and a part in supporting a child with barriers to learning and/or SEND, including the child’s voice (if possible). We will have an early discussion with the child’s parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil’s strengths and barriers
- We consider the parent’s concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- All parties have contributed to personalised plans such as the IEPs and EHCPs

We will formally notify parents when it is decided that a pupil will be added to the SEND register.

### Stages on the SEND Register

- **Monitoring** – Special Educational Needs are met within the classroom and through targeted teaching and intervention programmes, individually or in small groups. The school monitors the child’s progress using a case study.
- **SEN Support** – Same as above except support from one or more outside agencies might be sought e.g., SWERRL (Previously known as Behaviour Support Service), Educational Psychology Service or Speech and Language Services. An IEP (Individual Educational Plan) is implemented and reviewed by the class teacher and SENCO termly.  
If the school, in agreement with parents/carers, feel that the child has exceptional needs and is not making sufficient progress despite intervention they may request the Local Authority to undertake a statutory assessment. Once granted, this assessment may or may not lead to the Local Authority issuing an Education, Health, and Care Plan (EHCP).
- **EHCP** – Children deemed by the Local Authority as having exceptional needs will be issued an EHCP. An EHCP outlines the child's special educational needs and any special educational provision necessary to meet those needs. The EHCP will have objectives that the child would be expected to achieve and progress against these objectives will be reviewed annually in an Annual Review meeting.

## Monitoring and Reviewing of SEND

The Headteacher and SENDCo monitor and discuss the progress of all children with class teachers and teaching assistants at pupil progress meetings. Whilst referring to the class provision map and assessment data, the progress of children with SEND is reviewed.

Most children's academic progress is assessed against the National Curriculum objectives but this is not always appropriate for some SEND children so we may use Early Learning Goals, Pre-Key Stage Standards, or specialist assessment tools such as the Autism Progression Framework.

In some cases, an assessment by the school's Educational Psychologist may be required and parents/carers are fully involved in this process. The Educational Psychologist will advise the school and parents/carers on how best to meet the child's needs.

All children on the SEND register will have IEPs/EHCP Outcomes in place, which are reviewed termly and shared with parents and if appropriate the child.

Where behavioural needs are extreme and/or a child may be at risk of exclusion, a Pastoral Support Plan (PSP) and risk assessment (RAMP) will be implemented. These will be reviewed every eight weeks with parents and other agencies involved.

Looked After Children will have Personal Education Plans (PEPs) in place. PSPs and PEPs will be produced in a meeting with parents/carers. All these plans will include short-term outcomes, the provision implemented to help meet those outcomes and a space for reviewing the outcomes. Parents/carers are provided with copies of these plans.

Children with an EHCP have a formal annual review which parents/carers and, if appropriate, all external agencies are invited to attend. Six weeks of notice for these reviews is given to ensure maximum attendance.

## Criteria for Exiting the SEN Register

All children with SEND are reviewed termly and those who have overcome their barriers to learning and are attaining levels in line with their peers will be discussed with parents/carers and if parents/carers agree, they will no longer receive SEN Support.

## Admission and Transition Arrangements

- When children transfer to or are admitted from another Primary School, their records are forwarded/requested to ensure continuity of provision. We liaise with preschool providers and secondary schools for all children, but additional transition meetings are held with pre-schools for children entering the school who have SEND Support. Transition meetings and additional visits (when appropriate) are also held with secondary schools for children leaving the school who have SEND Support or EHCPs.
- Teachers hold handover meetings at the end of each year, to ensure continuity and a smooth happy transition. Wherever possible, at the end of the summer term, children are given the opportunity to meet their new class teacher and visit the classroom for the next academic year. Meet the Teacher sessions are held at the start of every academic year which parents/carers are encouraged to attend. Where appropriate, some children on the SEN register are provided with a social story, transition booklet or another form of communication (e.g., email from their new teacher) from their new teacher, so they are best supported with the changes during this transition.

## Supporting Pupils and their Families

At Forty Hill, we wish to work closely with parents/carers in a spirit of mutual support, encouragement, and consultation. We value the information and knowledge parents/carers can offer us about their child and notify parents/carers from the earliest stages when a concern has been identified. We encourage the active participation of parents/carers by guiding how learning can be supported at home. Class teachers are responsible for progress and attainment; if you have a concern this needs to be discussed with the teacher at parent consultations or via an appointment. If appropriate a discussion can be arranged with the SENDCo next. If you feel the concerns have not been addressed after speaking with the class teacher and SENDCo, an appointment can be made with the headteacher via the office email.

## Supporting Pupils at School with Medical Conditions

In addition to the above, the school recognise that pupils with medical conditions should be appropriately supported to ensure full access to the curriculum. These pupils will not require SEN Support unless their medical need affects their learning.

All staff are First Aid trained and receive yearly updated training on administering an EpiPen (for severe allergic reactions) and Buccal Midazolam (for Epileptic Seizures). Where children have other specific medical conditions, training is arranged for all staff so there is a clear understanding of the child's needs. All children with medical conditions have Care Plans and are updated with parents at least annually. Copies of these are prominently displayed in the Medical Room, the child's classroom, and the lunch hall.

## Arrangements for In-Service Training and Resources

Where possible, the SENDCo attends regular SEND conferences and SEND Coordinator partnerships meetings to keep up to date with developments. Staff members are encouraged to attend SEND training where a need is identified for children in their class. Training is provided by the SENDCo during staff meetings and by specialist agencies e.g., Speech and Language Services, SWERRL and the Educational Psychology Service as appropriate.

### Links with External Agencies

External support services play an important role in helping the school to identify, assess and make provision for children with SEND. Outside agencies will usually be contacted for a child on the SEND register. The following services are most consulted by the school:

- Educational Psychology Service (Dr Rebekah Boyd)
- Speech and Language Therapist (Eleanor Lesser, Helen Cooke, Jane Peak)
- SWERRL
- Child Development Team (CDT)
- Child and Adolescent Mental Health Service (CAMHS)
- Education Welfare Officer (EWO) for attendance and punctuality concerns
- Social Services
- School Nurse
- Occupational Therapy Service (OT)
- Physiotherapy Service
- LA SEN advisory service

### Allocation of resources to and amongst children with SEND

The Local Authority sets the annual SEND budget for the school. Additional funding is also allocated for children with an Education, Health and Care Plan towards additional provisions and resources they need to make their expected outcomes. This does not mean a 1:1 member of staff. The school also prioritises additional funding to support children with SEND.

## Intervention Programmes

- Drawing and Talking
- Handwriting Booster
- IDL Numeracy Support
- Language for Thinking
- Little Wandle Phonics Booster Groups
- Nurture Groups
- Talk Time
- Write from the Start
- Wordshark for Dyslexia/Literacy Support
- Alternative Provision and/or a personalised curriculum for children not accessing the curriculum for their Year Group in core areas.
- Ongoing targeted teaching across the school

## Roles and Responsibilities

### Class Teachers

Each class teacher is responsible for:

- Valuing all children and helping them to develop good self-esteem
- The progress and development of every pupil in their class
- Provide high-quality teaching which targets identified areas of weakness
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo and Head Teacher to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy
- Work with the SENDCo to create and revise IEPs for children on the SEND register three times a year referencing in-class targets and targets from external professionals.

### The SENDCo: Mr Pennock

The SENDCo is the designated teacher responsible for coordinating SEND provision and all duties outlined in the SEND Code of Practice.

In addition to the day-to-day management of our SEND policy, his duties include:

- Liaising with, advising and supporting teachers and support staff about children with SEND
- Managing support staff
- Coordinating provision for children with SEND
- Liaising with parents/carers of children with SEND
- Identifying, assessing, monitoring and record keeping for children with SEND
- Liaising with external agencies including the educational psychology service, health and social services, behaviour support service and voluntary bodies
- Informing the Head Teacher of all developments
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements
- Organising in-service training for staff, ensuring awareness of new initiatives and developments
- Coordinating and chairing Annual Review meetings for children with Education, Health, and Care Plans (EHCPs)
- Supporting staff, parents/carers, and children in co-producing IEPs

- Ensuring continuity of provision for children with SEND by liaising with pre-schools and secondary schools
- Working closely with the SEND governor

The SENDCo, Mr Pennock, can be contacted on 020 8363 0760 or by emailing the school office. Mr Pennock is due to complete the NPQSEnCo course in October 2026.

### **The SEND governor: Mrs Fiona Crack**

The SEND governor will:

- Help raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the head teacher and the SENDCo to determine the strategic development of the SEN policy and provision in the school

### **The Head Teacher: Ms Jonquil Izard**

The Head Teacher will:

- Work with the SENDCo and SEN Governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **Mental Health Lead: Ms Jonquil Izard**

The Senior Mental Health Lead will:

- Work with the SENDCo and Head Teacher to develop the Mental Health and Wellbeing Policy
- Work with the SENDCo and Head Teacher to support children with SEMH barriers to learning and friendships and engage with outside mental health professionals where appropriate.
- Monitor the Leuven Scales with the SENDCo and Head Teacher, provide Nurture Groups and make referrals for identified students with low well-being and a potential SEMH need.

### **Pastoral Lead: Mrs Watson and with support from Ms Darby**

The Pastoral Lead will:

- To work with the SENDCo, Senior Mental Health Lead, and Head Teacher to provide provision for children with SEMH barriers to learning and friendships and engage with outside mental health professionals where appropriate.
- Provide Nurture Groups or Talk Time provision where appropriate

## **Reviewing the Policy**

The SEND policy will be monitored regularly to ensure that:

- The ethos of the school is reflected in the provision so that children's differences are recognised and valued
- There are effective systems for identifying, assessing, and monitoring children with SEND involving all relevant members of staff
- There is close liaison with staff and parents/carers
- All plans drawn up are shared with parents/carers
- There is utilisation of outside support services and agencies as appropriate
- There is efficient management of record keeping for children with SEND
- There is raised self-esteem in children with SEND
- There is consistency of support to enhance continuity of learning

## Accessibility

There is step-free access to Class Reception and the school hall. We have a disabled toilet and a welfare room in the main school. The Nursery building has disabled access and disabled toilet facilities. An accessibility plan is reviewed regularly to ensure that an inclusive curriculum is provided and that the school continues to ensure that the physical environment is suitable for all pupils and adults who use the school.

## Complaints Procedures

Complaints from parents/carers about the provision of SEND should, in the first instance, be raised with the class teacher. If parents/carers are still unhappy they should speak with the SENDCo and then lastly with the Headteacher who will try to assess and resolve the situation. Formal complaints will be dealt with by the Headteacher through the school's complaints procedure.

## Legislation and guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, sets out the school's responsibilities for pupils with SEN and disabilities.
- The Equalities Act 2010.
- The Special Educational Needs and Disability Regulations 2014, sets out school's responsibilities for Education, Health, and Care Plans (EHCPs), SEN co-ordinators (SENCOs) and the SEN Information Report.
- Reasonable Adjustments for Disabled Pupils (2012): Technical guidance from the Equality and Human Rights Commission
- Supporting Pupils at School with Medical Conditions (2014): statutory guidance from the Department for Education

Our policy reflects the SEND Code of Practice 0-25 Guidance and should be read in conjunction with the following:

- SEND information report
- Enfield's Local Offer
- Equal opportunities policy
- Safeguarding and Child Protection Policy
- Relationship and Conduct Policy
- Anti-bullying policy
- Intimate Care Policy
- Teaching and learning policy
- Complaints Procedures
- Data Protection
- Disability and Diversity Plan
- Disability Equality Duty Act
- Accessibility Plan
- Pupil Premium Strategy
- Mental Health and Wellbeing Policy

## Useful Information and Outreach services:

### Domestic abuse

You can call our freephone number **0800 923 9009**, Monday to Friday, 9 am to 5 pm, or you can contact the team by emailing [callusdah@enfield.gov.uk](mailto:callusdah@enfield.gov.uk). Click [here](#) for more information.

### Early Help Family Hub

Enfield Early Help works with the whole family to improve well-being, relationships, behaviour and communication by offering advice, support and direct interventions at any point in a child or young person's life, from pre-birth to adulthood.

[Please click here to make a referral](#), call **0208 379 2002** or **020 8379 2525**, or email them at [earlyhelp@enfield.gov.uk](mailto:earlyhelp@enfield.gov.uk)

**Enfield Local Authority – Local Offer** – <https://www.enfield.gov.uk/services/children-and-education/local-offer>

### Enfield SENDIASS

The Enfield Special Educational Needs and Disabilities Information Advice and Support Service (SENDIAS Service) is open to any Enfield resident aged 0 – 25 with special educational needs, their parents and carers and professionals who support these families. This service is impartial, confidential and free to use. Click [here](#) for further information.

Contact Enfield SENDIASS on **07494280063** or by emailing [sendiassenfield@centre404.org.uk](mailto:sendiassenfield@centre404.org.uk)

**Forty Hill CE School SEND Report and Offer** - <https://www.fortyhill.com/page/?title=Policies&pid=11> or <https://www.fortyhill.com/page/?title=SEND&pid=19>

### 'My Time' Counselling Service

The Service is for those children/young people living in or at school in Enfield, Waltham Forest and Haringey (the majority of children/young people will be from Enfield). The 'My Time' counselling service will support children and young people aged 5-18 years. Click here for further information, or contact **Pauline Walker**, the My Time Counselling Service Manager, on **07944 855297/020 8373 6243** or email [pauline.walker@epandc.org.uk](mailto:pauline.walker@epandc.org.uk)

### Our Voice

A parent-led organisation seeking to improve services for children with disabilities in Enfield. Website: [www.ourvoiceenfield.org.uk](http://www.ourvoiceenfield.org.uk) ; Phone: **07516 662315**; email: [info@ourvoiceenfield.org.uk](mailto:info@ourvoiceenfield.org.uk)

### Parenting Programme

There are several different types and styles of parenting programmes available in Enfield. These programmes are designed to help parents/carers to:

- Build positive relationships with their children
- Use praise and encouragement
- Improve communication
- Support parents/carers with developing clear boundaries, expectations, and strategies to deal with challenging behaviours.
- Help develop strategies to problem-solve
- Support with nurturing healthy family and peer relationships
- Increase parental awareness of various adolescent issues and difficulties including alcohol and drug use, truancy, antisocial and criminal behaviours

The following programmes are accessible to Parents/Carers:

- Incredible Years (0 – 11 years)
- Strengthening Families Strengthening Communities (0 – 18 years)
- ESCAPE (8 – 16 years):
- Being a Parent (0 – 4 years)

Click [here](#) to read about these programmes in more detail. You can contact Early Help Family Hub or make a referral on 0208 379 2002/2525 or by sending an email to [earlyhelp@enfield.gov.uk](mailto:earlyhelp@enfield.gov.uk)

### Parent Support Unit

This is available to all families living in Enfield. They work with parents/carers of children aged 0 – 18 dealing with concerns and issues before they escalate and become a problem. Contact them on **0208 379 2002**.

### SWERRL (Primary Behaviour Support Service)

The Behaviour Support Service in Enfield has a primary and secondary provision that forms a key part of our 'early help' offer to schools. To make a referral to SWERRL, contact Miss Bissett (SENCO).

## Glossary of Terms

<b>CAMHS</b>	Child and Adolescent Mental Health Services
<b>CDT</b>	Child Development Team
<b>CPD</b>	Continuing Professional Development
<b>EHCP</b>	Education, Health, and Care Plan
<b>EPS</b>	Educational Psychology Service
<b>OFSTED</b>	Office for Standards in Education
<b>PSA</b>	Parent Support Advisor
<b>PSHE</b>	Personal, Social and Health Education
<b>SEN</b>	Special Educational Needs
<b>SENCO</b>	Special Educational Needs Coordinator
<b>SEND</b>	Special Educational Needs and Disability
<b>SIAMS</b>	Statutory Inspection of Anglican and Methodist Schools
<b>S&amp;L</b>	Speech and Language
<b>SWERRL</b>	Strengthening Wellbeing, Emotional health, Relationships and Readiness for Learning
<b>TAC/F</b>	Team Around the Child/Family

Accepted by the Governing Body: October 2025

Review Date: November 2026