SEND Information Report

SEND Information Report	
(in compliance with section 65 (3) of the Children & Families Action 2014)	
Reviewed by:	**Nina Dean (SENDCO)**
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Tottenhall Infant School, Tottenhall Road, N13 6HX **senco@tottenhall.enfield.sch.uk** **0208 829 1100**	

Tottenhall Infants School is an inclusive community where all pupils are nurtured and inspired to be the best they can be. Our children will be successful learners; responsible citizens and confident individuals. We actively seek to remove barriers to learning and participation that can hinder or exclude individuals, groups of pupils or families. The whole school community is responsible for ensuring that the individual needs of children are recognised and planned for so that every pupil can access the curriculum, learn and make progress.

In this report you will find the answers to these questions:

1. What definition is used to identify children with SEND at Tottenhall Infants?
2. Who are the best people to talk to at Tottenhall Infants about my child's difficulties with learning/ Special Education Needs or Disability (SEND)?
3. What are the different types of support strategies that are available for SEND at Tottenhall Infants?
4. What support does Tottenhall Infants offer to promote children's health and wellbeing?
5. What strategies/interventions do we offer at Tottenhall Infants?
6. How can I let the school know if I am concerned about my child's progress?
7. How are children with SEND identified at Tottenhall Infants?
8. How will the school let me know if they have any concerns about my child's learning?
9. What support is available to me at Tottenhall Infants as a parent of a child with SEND?
10. How is extra support allocated to children with SEND at Tottenhall Infants?
11. Who are the other people/ what are the other services providing support to children with SEND at Tottenhall Infants?
12. How are the teachers at Tottenhall Infants helped to work with children with SEND and what training to they have?
13. How will the teaching be adapted for my child with SEND?
14. How does Tottenhall Infants assess and measure the progress of my child?
15. How is Tottenhall Infants accessible?
16. How will my child be supported when joining Tottenhall Infants, moving to another class or transferring to another school?
17. What should I do if I am unhappy about the SEND provision my child is receiving?

1. What definition is used to identify children with SEND at Tottenhall Infants?

At Tottenhall Infants we believe that all children have an equal right to a full and rounded education which will enable them to achieve their potential. We use our best endeavours to secure special educational provision for pupils for whom this is required.

The Code of Practice (2014) defines SEND as follows:

'A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

a) Has a significantly greater difficulty in learning than the majority of others the same age, or
b) 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 or mainstream post-16 institutions.'

Children will be identified as having SEND if they require support that is "additional to and different from that provided within the differentiation curriculum" in one or more of these 4 areas identified in the new Code of Practice;

- Communication and interaction (C&I)
- Cognition and learning (C&L)
- Social, emotional, mental and health (SEMH)
- Sensory/physical (S/P)

2. Who are the best people to talk to at Tottenhall Infants about my child's difficulties with learning/Special Educational Needs or disability (SEND)?

Class teachers

For any concerns about your child's progress, the first point of contact should be your child's class teacher. All teachers are teachers of children with SEND. All children in the school are the responsibility of their class teacher, who plans for and teaches all the children in their class. The class teacher will share information and seek advice from the SENDCO.

SENDCO

Nina - working days, Monday, Tuesday and Wednesday

The SENDCO has the responsibility for coordinating all the support for children with SEND, this includes;

- Working with parents to keep you involved and informed of any support your child is getting and reviewing this regularly with you.
- Liaising with staff in school
- Liaising with external professionals who come in to school to support your child's learning (speech and language therapists, educational psychologists, occupational therapists etc.).
- Supporting school staff with appropriate SEND training.
- Maintaining records of children's progress and needs, including a clear list of children identified as having additional needs.
- Maintaining a provision map detailing the specific support that children are receiving.

Nina is happy to discuss any concerns about your child, please look out for her on the playground, contact the office or email her on senco@tottenhall.enfield.sch.uk

Attendance Officer

Colette – works mornings

The Attendance Officer has responsibility for supporting families to ensure good school attendance for pupils. This is done by working collaboratively with families to remove potential barriers to attendance or resolve issues which impact on attendance. The attendance officer works with the Education Welfare Officer to provide advice around attendance issues.

Senior Leadership Team

Zaheen – Head Teacher, Designated Safeguarding Lead and Looked After Child Coordinator

Nasim – Deputy Head, Safeguarding Officer, Literacy and Curriculum Lead

Nina – SENDCO, Safeguarding Officer, Senior Mental Health Lead, LAC Designated Teacher, PSHE Lead

The Senior Leadership Team are responsible for:

- The day to day management of all aspects of the school including the support for children with SEND
- Ensuring your child's needs are met, by delegating the responsibility for day to day provision to the SENDCO and class teachers.
- Ensuring that the Governing Body is kept up to date about any issues relating to SEND.

Governing Body

- The governors ensure the necessary support is provided for any child who has SEND. The SENDCO ensures they are informed of SEND needs in the school. The link governor for SEND is Nadine Allen

3. What are the different types of support strategies that are available for SEND at Tottenhall Infants?

a) Quality first teaching in the classroom

All children should receive consistently good teaching in the classroom which means:

- Teachers have high expectations of your child
- All teaching is based on what you child already knows and can do
- Teachers regularly check on your child's progress and ensure appropriate support is in place as necessary
- Different teaching methods are used so your child can be fully involved e.g. Pair work, group work, practical learning, mixed ability or independent work
- Specific strategies (which may be suggested by the SENDCO or outside agencies) are in place to support your child's learning
- Some children will have a support plan in place to record strategies and monitor progress on targets.

b) Intervention groups

Some children may need to work in smaller groups on specific work to help them make progress.

- They usually take place outside of the classroom.

- They may be run by a teacher or specially trained Teaching Assistant (TA)
- These groups may include speech and language groups, additional reading, fine motor skills, and social communication skills.

When reviewing your child's progress after 'Quality First Teaching' and/or an intervention group, it may be considered beneficial to seek advice from other professionals. These professionals may include: Speech and Language Therapists (SALT), Educational Psychologists (EP), Occupational Therapists (OT) or the Child and Adolescent Mental Health team (CAMHs). Permission is always sought from parents before a referral is made.

Waiting lists for these professionals can be long and it is advisable to refer your child as soon as it is felt to be necessary.

Once the professional has assessed your child they will be able to provide advice and in some cases, direct support. This may include:

- Making changes to how your child is supported in class
- Support to set targets which will include their professional expertise
- An intervention group run by trained school staff
- Group or individual work with outside professionals

c) Education and Health Care Plans (EHCPs)

A few children may have needs that are severe, lifelong and complex. They will need some specific individual support beyond that already provided by the school. This may include:

- 1:1 support during some lessons
- 1:1 delivery of specific programmes (for example physiotherapy)
- Social skills support during playtimes
- Support to meet medical needs.
- Specific equipment.

This personalised support is provided through an Education and Health Care Plan (EHCP). This means your child will have been identified by the class teacher/SENDCO and outside professionals as needing a particularly high level of individual or small group teaching. The school will need to access additional financial support from the Local Authority (LA) to help meet your child's need.

This can be provided by requesting a statutory assessment from the Local Authority in which you live.

For your child this would mean:

- You or the school can request that the LA carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child to enable them to reach the desired outcomes.
- The school, supported by you, will complete forms providing lots of information about your child and the work the school has already done with them.
- The LA will review the paperwork sent and decide whether they think your child needs further support to reach their potential.
- If they decide that your child requires a statutory assessment then you and all professionals who have been involved in working with your child will write reports outlining what will be required to enable your child to meet the desired outcomes.

- The LA will then decide if your child's needs are severe, complex and lifelong and require additional financial support in school to enable them to make good progress. If this is the case the LA will write an EHC Plan.
- If it is decided that your child does not need a statutory assessment then the school will continue with the support they have been giving.
- If your child is given an EHC Plan, parents may be able to request a personal budget to support some of the outcomes of the plan as long as they meet the criteria detailed in the Enfield Local Offer. Enfield's local offer lists the services parents may be able to access with a personal budget

4. What support does the Tottenhall Infants offer to promote children's health and wellbeing?

Medical

- If your child has any significant medical needs, Nina will create a care plan in consultation with a school nurse where necessary.
- The plans will be updated regularly and you should contact Nina if there are any health changes.
- All medicines are carefully monitored and recorded.
- If there are any concerns Nina will contact you to discuss any issues. If needed the School Nurse will be contacted with your consent.
- Your child will access all the routine medical checks (vision, hearing & weight in Reception) held in school. If there are any concerns you will be informed.
- Dietary needs are discussed and any allergies shared with relevant staff. Where appropriate, a food diary may be kept to support programmes given by a dietician.
- The SENDCO and Welfare Officer are 'medical champions' meaning they coordinate the provision for medical conditions such as asthma and provide support and training for colleagues.

Social

- Your child's social and emotional wellbeing is very important. By sharing any concerns you may have with their Class Teacher or Teaching Assistant, you can ensure we can respond to your child's needs.
- Staff in the playground will monitor your child and encourage them to interact with others. If there are any concerns their class teacher will be notified.
- We have a supportive introduction system for new children to the school including an informal class based buddy system.
- All children are welcome to attend After School clubs and Breakfast Club subject to availability.
- Some children may require additional assistance during fire alarms or other emergency situations, this information is shared with school staff as a Personal Evacuation and Emergency Plan (PEEP).

Behaviour

Challenging behaviour is not seen as a Special Educational Need in itself (SEND Code 2014)

- If your child has difficulties in following the behaviour expectations of the school, then their Class Teacher will keep you fully informed.
- Strategies will be implemented and shared with you.
- Additional support will be implemented if needed and advice requested from additional professionals if required (for example, a referral to CAMHs)
- If it is felt that a formal behaviour plan would support your child, a member of the Senior Leadership Team will meet with you and other staff involved to make a plan and keep you informed of progress.

Attendance

- It is important that your child has good attendance so that they are able to make good progress with the support they are given
- It is important that if your child has a medical issue that the school is notified immediately and they return to school as soon as they are well.
- Tottenhall Infants School's target for attendance is 95%. Colette, our attendance officer and Zaheen regularly monitor attendance and contact parents where concerns arise. They may also seek support or advice from the Education Welfare Officer.

Children's views

- Staff discuss issues with your child. If they are able to contribute ideas, they will be encouraged to share them with their peers
- If your child has shared concerns or ideas with you but they feel they cannot discuss them in school, please speak to their Class Teacher.

For specific policies relating to these areas of school practice, please see the policies section on the school website.

5. What strategies/interventions do we offer at Tottenhall Infants?

Quality first teaching in the classroom is differentiated to enable access to the curriculum for all children; this includes adaptations to meet the needs of individuals. Some children require additional support in a specific area which may be an intervention. Interventions are planned to meet the needs of pupils. When these needs change, we can respond and implement appropriate strategies/interventions. At present the interventions available at Tottenhall Infants are;

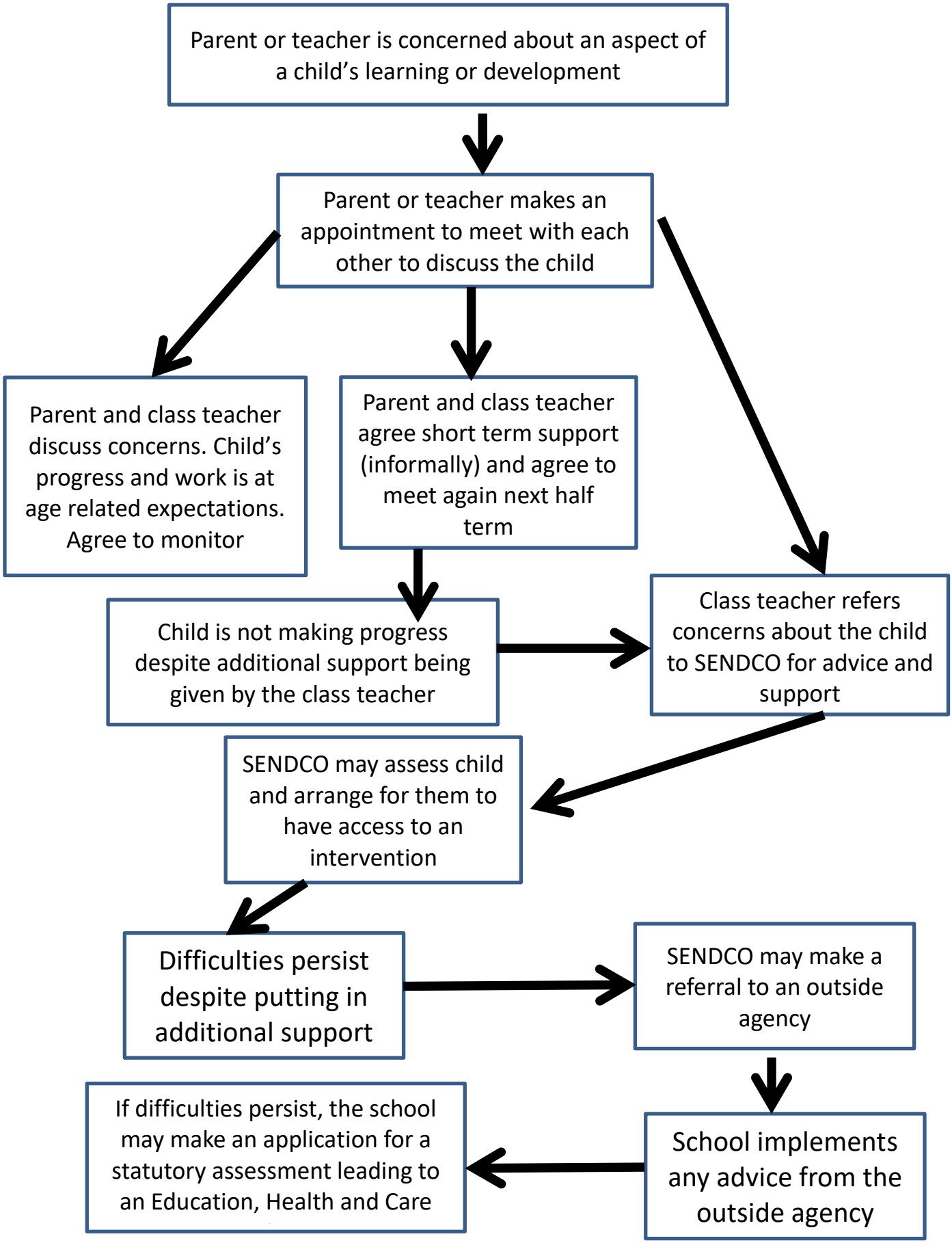
- Tiger Teams (Gross Motor skills)
- Bucket Sessions (Attention group)
- Talk Boost and Early Talk Boost (Speech and language)
- Early Writing Skills Support

This additional support is recorded on the school provision map. Together, parents and school staff review the effectiveness of the intervention each term.

6. How can I let the school know if I am concerned about my child's progress?

If you have concerns about your child's progress, you should first speak to your child's class teacher. If you would like further discussion about how any concerns are being managed and/or your child is still not making progress you should speak to Nina (SENDCO). You can do this by calling the school office to arrange an appointment, by looking out for her on the playground or by emailing senco@tottenhall.enfield.sch.uk

7. How are children with SEND identified at Tottenhall Infants?



8. How will the school let me know if they have any concerns about my child's learning?

At Tottenhall Infants we hold termly pupil progress meetings where each child's progress is discussed with the class teacher, senior leadership team and the SENDCO. It is at these meetings intervention support and referrals to outside agencies are discussed. If your child is raised as a concern, you will be invited to a meeting to discuss this in more detail. We will listen to any concerns you may have and plan any additional support your child may need (see flow chart in question 7).

9. What support is available to me at Tottenhall Infants as a parent of a child with SEND?

At Tottenhall Infants we aim to work in partnership with all families.

The class teacher is regularly available to discuss your child's progress or any concerns you may have. It is important that information about what happens at home and school is shared.

Nina is available to discuss your child's progress or any concerns you may have.

Any referrals to outside professionals to support your child's learning are discussed fully with you. There is also the opportunity to meet with Nina to go through any reports with you and explain what will happen next.

Interventions will be reviewed termly and we will aim to have your involvement with this.

Coffee mornings and training/support sessions will be held throughout the school year covering a range of topics.

As a school we have links with a number of organisations who can provide specialist support to families of children with SEND:

http://enfieldSENDias.org.uk/

https://www.enfieldasa.org.uk/

https://www.ourvoiceenfield.org.uk/

https://www.enfield.gov.uk/services/children-and-education/local-offer/joint-service-for-disabled-children-jsdc/cheviots-childrens-disability-service

10. How is extra support allocated to children with SEND at Tottenhall Infants?

The school budget received from Enfield Local Authority includes money for supporting children with SEND.

The Head Teacher decides on the budget for SEND in consultation with the school governors, on the basis of the needs of the school.

The Senior Leadership Team and the SENDCO decide on what support is needed by considering all the information they have about SEND in the school. This includes:

- The children getting extra support already
- The children needing extra support
- The children who have been identified as not making as much progress as would be expected.

A decision is then made as to what resources/training and support is needed. All resources/ training and support are reviewed regularly and changes made as needed.

11. Who are the other people/what are the other services providing support to children with SEND at Tottenhall Infants?

In School Services

- A team of Teaching Assistants who support individual children and run targeted interventions
- A Welfare Assistant to provide first aid, support for medical needs and personal care where needed.

Local Authority & Health Services

- Enfield Autism Advisory Service (EASA)
- Educational Psychology Service
- Speech and Language Therapy
- Enfield communication Advisory Support Service (ECASS)
- Occupational Therapy
- Physiotherapy
- School Nurse
- Child and adolescent Mental Health Service (CAMHS)
- Paediatric (child) development clinic
- Specialist Advisory Team- Physical Disabilities & Complex Medical Needs

Children who attend our school and have a GP based in Haringey may be known or referred to the Haringey services.

12. How are the teachers at Tottenhall Infants helped to work with children with SEND and what training do they have?

The SENDCO supports the class teacher in planning for children with SEND as required.

The SENDCO runs training sessions for the whole school staff termly and additional training meetings for the team of teaching assistants.

Individual class teachers and support staff attend training courses run by outside agencies including the local authority that are relevant to the needs of specific children in their class.

Class teachers and support staff are provided with advice and resources from outside professionals such as the EP, SALT or OT.

13. How will teaching be adapted for my child with SEND?

All class teachers plan lessons according to the specific needs of the individuals in their class. They will make adaptations to lessons to support your child. This means that your child is receiving 'quality first teaching' enabling them to reach their full potential. In addition, over the course of a school year, teachers observe and reflect on their practice in relation to all individuals in their class. This informs their approach to planning and teaching your child ensuring the best outcomes for them. This focus on your child's needs may lead to specific resources and strategies being identified as beneficial to support their learning. This could be a word bank to help with spelling, use of a number line, or something as

simple as left handed scissors. If you would like to know more about resources and strategies used in the classroom, please speak to your child's class teacher.

14. How does Tottenhall Infants assess and measure the progress of my child?

Within every lesson, your child should make progress. This progress is identified by the class teacher and used to inform planning the next steps in your child's learning. Progress is identified through observations by the teacher as well as formal and informal assessments. Each term a combination of standardised testing and class teacher assessment is used to determine whether an individual child is working at 'expected' levels for their year group or whether they are 'working towards expected levels' or 'working at greater depth'.
This information is used during termly pupil progress meetings where your child's progress is discussed.

If a child is identified as having a specific SEND and is operating at a lower level than the expected levels for a Year 1 child, a more sensitive form of assessment will be used. This is called the Engagement Model.

In Early Years (Nursery and Reception), children are assessed according to the Early Years Foundation Stage Profile.

In Year 1 the children also take a national phonics screening check. If they do not pass this, their progress in phonics will be checked again in Year 2.

Different assessment tools are used to measure levels and progress in different interventions. If your child is part of an intervention, their level is assessed at the beginning and end of the intervention in order to measure progress.

The progress of children with an EHCP will be reviewed annually at a formal meeting called an 'Annual Review'.

15. How is Tottenhall Infants accessible?

- Tottenhall Infants School is physically accessible for those with impaired mobility, although it is on 2 levels, there is a lift and both levels can be accessed via exterior entrances.
- There are blinds on windows to minimise glare and reflection in classrooms.
- Whole class and personalised visual timetables are used to communicate what is happening during the school day.
- Widget symbols are used to label areas and items in school which are consistent with symbols used on visual timetables in all classrooms.
- All school visits are planned to include all children.
- Staff have communication cards to support children with communication needs.

16. How will my child be supported when joining Tottenhall Infants, moving to another class or transferring to another school?

When your child joins Tottenhall Infants

- All children entering early years at the beginning of the academic year will usually be visited at home.
- Any provision necessary for your child to access school will be in place before they start. We will endeavour to have appropriate additional provision ready for when your child starts or as soon after this as possible.

- If your child has an EHCP or it is requested by either the family or the school, a planning visit will be arranged to discuss your child's needs.
- For some children, a gradual start to school may be needed. This will be discussed, planned and reviewed with you at all times.
- If your child is considered to have SEND at the point of starting at Tottenhall Infants, Nina will arrange to meet with you as soon as possible.
- If your child has previously attended another school, we will contact the school to share information.

If your child is moving to another school

When a child with SEND moves to another school, we will pass on information to the new school and have a telephone conversation/meeting with the SENDCO at the new school.

If the child has an EHCP then we would arrange a meeting with the new school to share information with them. Further transition needs would be discussed with the child, family and new school. The child will be given opportunities to discuss the move to support their understanding of changes that will take place.

When your child moves to another class in school

In the summer term, structured handover meetings are held between the current and new class teachers to share information about your child's needs. Nina may attend these meetings but also have specific meetings with all teachers regarding the SEND needs of their new class.

If a child would benefit from additional support to enable a smooth transition to a new teacher, this will be put in place.

If your child has the support of a TA, a meeting will be held with you to discuss arrangements for the next school year.

In Year 2

The majority of our pupils move to St Michael at Bowes (SMAB) for junior school. Each summer term there is a programme of transition events and meetings for all. The Year 2 class teachers liaise with junior school staff to share information about all the children in their class and arrange to meet the children at Tottenhall Infants. The SENDCOs of both schools will meet to discuss the needs of the children. Some children will need additional support around transition and this will be supported by our HLTA.

17. What should I do if I am unhappy about the SEND provision that my child is receiving?

We actively encourage open and regular contact and communication with parents. If you have any concerns please raise them at the earliest opportunity so that we can act swiftly to resolve your concerns.

In the first instance speak to the class teacher. If this does not resolve the situation you should contact the SENDCO, Nina. If you still have further concerns you should then speak to the Head Teacher, Zaheen.

If you still have further questions then you can contact the Chair of Governors, via the school office. Our Complaints Policy can be found in the policies section of the school website.

The Enfield Local SEND Offer can be viewed at:
Enfield's Local Offer for SEND · Enfield Council

We welcome your feedback. Please send any comments or questions you may have regarding this Information report to senco@tottehnahall.enfield.sch.uk