

**Tottenham Infant School**  
**SEND Information Report**  
**Special Educational Needs and Disabilities**  
(Glossary of terms included at the end of the document)

<p><b>Tottenham's school's vision and mission statement</b> in relation to children with special educational needs and disabilities?</p>	<p>Tottenham is an inclusive community where all pupils are nurtured and inspired to be the best they can be.</p> <p>Our children will be successful learners; responsible citizens and confident individuals.</p> <p>We actively seek to remove barriers to learning and participation that can hinder or exclude individuals, groups of pupils and families.</p> <p>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.</p> <p>In meeting these responsibilities, Tottenham Infant School has due regard to the SEND Code of Practice 2014 and the Disability Discrimination Act 2001.</p> <p>Tottenham received the Inclusion Quality Mark in July 2018 and we are a Centre of Excellence for our inclusive practice across school through the dissemination of good practice through collaborative activities with other local schools.</p>
	<p>Tottenham is an Infant School with children from 3-7 years.</p>
<p><b>Current Ofsted rating</b></p>	<p>Tottenham's last Ofsted in 2018 was rated:-Requires Improvement Tottenham was rated good for personal development, behaviour and welfare of pupils</p>
<p><b>How does Tottenham ensure children who need extra</b></p>	<p><b><u>EARLY INTERVENTION</u></b> All children and their individual abilities are valued at Tottenham Infant School. It is our policy to identify and start to meet the needs of any child as early as possible. This may be a <i>physical, emotional and behavioural, communication and interaction or learning need</i>. Children are carefully monitored and any concerns highlighted at fortnightly SEND meetings</p>

<p><b>help are identified early? What should a parent do if they think their child may have special educational needs?</b></p>	<p>chaired by the SENDCO and regular progress meetings with the Head and Deputy Headteacher.</p> <p><b><u>TRACKING CONCERNS</u></b> Concerns are highlighted over a reasonable period of time and discussed with Senior Management and the class teacher and observations and assessments may take place. Parents are kept fully informed prior to any external professionals who may be invited in.</p> <p><b><u>WORKING WITH PARENTS</u></b> We recognise that parents hold key information about their child and are able to contribute to the shared view of a child's needs so we therefore operate an 'open door' policy. We also keep parents fully informed of any steps to support their child's and invite them to play an active part in any decision making of their child's education.</p>
<p><b>What does Tottenham school do to help children with special educational needs?</b></p>	<p><b><u>PROVISION MAP</u></b> The school provision map provides a clear picture of all additional interventions that are currently being providing. All the interventions are carefully selected for each child and progress monitored by the SENDCO in consultation with the teacher for suitability and progress.</p> <p>The class teacher is responsible for all children and provides Quality First Teaching. The teacher with the SENDCO coordinates how any additional support is used. This support may be in addition to a class based Teaching Assistant. All Teaching Assistants meet half termly with the SENDCO which is an opportunity to discuss pupil support and progress, share good practice receiving relevant training.</p> <p><b><u>PROVISION BEYOND THE CLASSROOM</u></b> Pupils with SEND should generally take part in their lessons in the classroom with their peers, but separate provision may be necessary for specific purposes as a short term solution to enable the needs of all children to be met.</p> <p>This separate provision may include for example:</p> <ul style="list-style-type: none"> <li>• Children identified with developmental co-ordination delay may be assessed for inclusion in <i>Tiger Teams</i>.</li> <li>• <i>Nurture Group provision</i> to develop children's social interaction and emotional skills</li> <li>• Small group focus work for short periods of time to develop Literacy and Numeracy skills within a quieter environment where work is targeted and modified for a specific group of pupils e.g. pupils with ASD.</li> <li>• After school activities to promote team work, healthy lifestyle and raise pupil self –esteem</li> <li>• 1:1 learning using <i>TEACCH</i> programme for pupils with autism (Structured teaching - it has been found that children</li> </ul>

	<p>with autism benefit more from a structured educational environment)</p> <ul style="list-style-type: none"> <li>• Highly specialised SEN TA team who support individuals across the school so every pupil accesses the learning and pupils are confident in their own abilities</li> <li>• Two <i>Elkan</i> trained speech and language teaching assistants who deliver personalised programmes to develop pupils receptive and expressive language understanding</li> </ul> <p>Tottenham has 3 full-time and 5 part-time non-class based Special Educational Needs Teaching Assistants who are not designated to a particular class so provide support for those who have additional and more complex needs across the school. They are strategically managed by the SENDCO in order to support learning and aid progress of SEND children.</p>
<p><b>How do teachers at Tottenham match the curriculum to an individual child needs?</b></p>	<p><b><u>TAILORED TEACHING</u></b></p> <p>At the heart of the work of every class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. Senior Management every half term assess each child's current levels of attainment during Pupil Progress Meetings to ensure that teachers build upon the pattern of learning and experience already established.</p> <p>Children at Tottenham are provided with a tailored curriculum reflecting the various cultural backgrounds and responds to individual needs and strengths.</p> <p>Classes are supported by additional adults to meet the needs of the children. Disabled pupils and those who have special educational needs make good progress because support is tailored to the individual pupil and teaching assistants are trained well in meeting the full range of their needs.</p> <p>All children work towards the Early Years Foundation Stage (EYFS) which is an inclusive and flexible assessment tool and meets the needs of the children with SEND. In KS1 children who are working below expectations of the National Curriculum are assessed against P Scales (Performance Scales). The P Scales are important indicators of where children are in their learning. Knowing where they are provides pointers for the next steps in learning and so provides the basis for setting targets and for describing and measuring progress.</p> <p>Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure learning tasks are adjusted in order to enable every child to access the learning as independently as possible.</p>

	<p>Subjects are taught through a cross-curricular approach which allows children to not only be taught appropriate skills and knowledge but, to be able to apply these skills and knowledge to real life situations. For example, writing a recipe for making a sandwich and then making it.</p>
<p><b>How are Tottenham's resources allocated and matched to children's special educational needs? How is the school's special educational needs budget allocated? How are decisions made about what type and how much support an individual child will receive at Tottenham?</b></p>	<p><b><u>SUPPORTIVE ENVIRONMENT</u></b></p> <p>At Tottenham, pupils thrive in a caring and stimulating environment and are known as individuals by all staff. This contributes extremely well to the school's 'family feel', something that is greatly valued by parents. All staff at Tottenham know pupils very well and run a wide range of support programs for them to meet every need. Specifically trained support staff can implement the teachers' modified planning to support the needs of children on a daily basis in order to ensure needs are met and the curriculum accessed.</p> <p>The SENDCO and the child's class teacher will decide on the action needed to help the child to progress. This may include:</p> <ul style="list-style-type: none"> <li>• different learning materials, resources or special equipment</li> <li>• use of more appropriate teaching styles, presentation of work or expectations of work produced</li> <li>• some group or individual support</li> <li>• 1:1 support given at strategic times of the school day</li> <li>• staff development and training to introduce more effective strategies</li> <li>• access to the Local Authority (LA) support services for one-off or occasional advice on strategies or equipment or a referral to the LA for longer term support</li> </ul> <p>The money allocated to SEND is used for provision that is additional to or different from the educational provision made generally for children of the same age and the budget is held by the SENDCO.</p>
<p><b>How does Tottenham monitor a child progress and how do you communicate with parents</b></p>	<p><b><u>PARENT PARTNERSHIP</u></b></p> <p>At Tottenham, working in partnership with families to ensure that together all children grow and develop into responsible young people who enjoy learning and aspire to achieve their full potential is paramount to everything we do in school. Special Needs children do well and make progress as support is targeted, effective and monitored.</p> <p><b><u>REGULAR REVIEWS</u></b></p> <p>Progress in class and tailored support are reviewed by the class teacher and the Senior Leadership Team. Tottenham</p>



**about their child's progress?**

judge whether support has been effective through analysis of academic results, feedback from staff and where appropriate, the child and an end of term consultation with parents. Parents have an additional three meetings a year to discuss their child's progress with the class teacher. This meeting is in addition to the end of term consultations. Parents are also invited by the SENDCO to formal progress reviews with Professionals working alongside their child throughout the academic year.

Workshops helping parents understand their child's learning plan and tailored support will run in accordance to need.

**WIDER COMMUNITY**

The school has a good local network and works in alliance with other local schools as part of the Pan Enfield Alliance (PEA). We are a strategic partner of this Teaching Alliance which provides high quality training and development to new and experienced staff. Schools have a central role in raising standards and Tottenham offer excellent Early Years Practice and a highly regarded inclusive environment. Equally Tottenham can draw on the expertise offered by the schools alliance.

**What support does Tottenham offer for children overall health and wellbeing?**

All children will be recognised as successful learners whose strengths are valued and whose needs are supported by accepting the differences in others to develop success and achievement for all.

**Medical:**

- Our medical care policy is available on the website  
A Welfare Room is run by a dedicated and highly trained assistant who holds a central record of individual medical needs
- Parents of children who have a specific medical need will be invited into school to create a care plan with the School Nurse. Individual Medical Health Alert cards are displayed strategically so all staff are aware of the procedures to follow in an emergency.
- A PEEP (Personal Evacuation and Emergency Plan) is written for individual children who need to be accompanied by an adult in the incident of a fire alarm
- A procedure is in place for Personal Care with facilities being available in the Nursery and the Welfare Room
- Termly Health and Safety audits ensure that Tottenham is a safe environment to learn in

**Social:**

- Children are fully included in activities where possible. All children are encouraged to work together
- If a child is struggling to understand a routine or making friends, social stories are made available

- The Nurture Group offers emotional support for children in order for them to build on their confidence, form better relationships with others, learn to respect and have self-respect, make good choices and achieve
- Small group social skill interventions can be delivered by trained staff as and when appropriate
- Circle time sessions can be planned and tailored to support groups of children or at times whole classes in managing any particular issues around friendships and feelings.
- Our Value Puppets are used in assembly and across the school within classes to promote the schools identified values (confidence, cooperation, persistence, organisation, resilience and 'get along') and to embed the school's ethos 'Be the Best you can be'.

**Behaviour:**

- Tottenham work closely with the Enfield Behaviour Support Team who offer advice and support for addressing challenging behaviour
- We employ a Nurture Group teaching assistant who provide additional support during unstructured time
- All staff receive regular training regarding behaviour when appropriate and support staff receive half termly training from the SENDCO
- Individual risk assessments are written for pupils who display challenging behaviour so strategies are in place to support the child so staff all pupils are safe in school
- Team of *Approach Trained* staff who are able to support a child safely who may display challenging behaviour
- We promote a values driven ethos and pupils demonstrate a particular value over a half term which is further explored both in assemblies and through the curriculum
- 'Golden Time' is a time when pupils can chose from a variety of activities on offer as a reward for demonstrating good behaviour and learning throughout the week

**Attendance:**

- We employ an attendance officer who works closely with our families to encourage good attendance so all children make good progress with the support they are given

**Child's view:**

- Tottenham run a school council so pupils can contribute to school decisions

**What specialist services and expertise are available at**

**WE CAN OFFER:**

- Fully equipped sensory room helping to develop children's sense through special lighting, music, and objects. It is also used as a therapy for children with limited communication skills
- Designated resource base (*Nurture Group*) for up to 10 pupils who present with behavioural, emotional and / or

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social difficulties.

- *Tiger Teams* to develop gross motor skills
- Two *ELKLAN* trained Teaching Assistants who run tailored speech, communication and language groups based on 'Early Intervention' support. (Speech and language therapists training to enable schools to be more effective in their support of children with speech, language and communication needs (SLCN))
- Staff who are trained on using communication aids such as Picture Exchange System (PECs) and Makaton
- Higher Level Teaching Assistant (HLTA) / Russet House trained in supporting children with autism
- Autism Friendly school through our work with the borough TaMHS project (Target Mental Health in Schools)
- SENDCO with NASENDCO accreditation (National Award for SEN Coordination)
- Family Liaison officer
- IQM status – Inclusion Quality Mark July 2018

**Tottenham has access to the following services:**

EDUCATION	HEALTH	SOCIAL CARE
<ul style="list-style-type: none"> <li>• <a href="#">Educational Psychologist Service</a></li> <li>• <a href="#">Russet House Outreach Service</a></li> <li>• <a href="#">Early Intervention Support Service</a></li> <li>• <a href="#">Behaviour Support Service</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Speech and Language Therapy</a></li> <li>• <a href="#">Occupational Therapy</a></li> <li>• <a href="#">Enfield Community Services - Physiotherapy</a></li> <li>• <a href="#">Joseph Clarke School for the Visually Impaired</a></li> <li>• <a href="#">School Nurse</a></li> <li>• <a href="#">CaMHS – Child and Adolescent Mental Health Service</a></li> <li>• <a href="#">Child Development Team – Cedar House</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Cheviots Disability Service</a></li> <li>• <a href="#">Enfield Parent and Children's Service</a></li> <li>• <a href="#">Social Services</a></li> <li>• <a href="#">Joint Service for Disabled Children</a></li> <li>• <a href="#">Parent Support Service</a></li> <li>• <a href="#">Our Voice</a></li> </ul>

**What training have the staff supporting children with special educational needs and**

Whole staff training to disseminate knowledge, strategies and experience to ensure consistency of the schools approach for children with SEND.

Teachers and support staff are identified for training so our skills sets are relevant to support the children in our care and training takes place on a regular basis both in and off the premises.

All staff have access to training in Special Educational Needs throughout the academic year including the New Code of

<p><b>disabilities had?</b></p>	<p>Practice guidance.</p>
<p><b>How are children included in activities outside the classroom including school trips?</b></p>	<p><b><u>RISK ASSESSMENTS</u></b>  All children are included in activities with their peers. Before any school trip, vulnerable pupils are considered on our risk assessment and support identified for individual pupils. Changes are considered prior to the outing, e.g.: terrain of visit, number of steps and alternatives found (e.g.: locating the disabled access). Considerations are discussed with parents/ carers who may also accompany visit and prior teaching through the use of social stories help the children to adapt successfully to a change in the school routine.</p> <p>Children can be strategically supported for learning which happens outside the classroom, for example dance with external teachers.</p>
<p><b>How accessible is Tottenham's environment?</b></p>	<p><b><u>INCLUSIVE ENVIROMENT</u></b>  Our school environment is compatible with the standards set down by the Disability Discrimination Act and the building is fully wheelchair accessible and has both disabled changing and toilet facilities.</p> <p>A classroom in each year group has <i>Soundfield</i> equipment installed for children with hearing impairment.</p> <p>Adaptations are made to the class environment for the visually impaired by providing, for example, larger keyboards, font type, whiteboard resolution and individual technology provided in accordance to individual need.</p> <p>Special Educational Needs Teaching Assistants are able to deliver the Picture Exchange Program (PECS) and/or Makaton for non-verbal children</p>
<p><b>How does Tottenham prepare and support children when they join? How Tottenham support children when they transfer to a new school or the</b></p>	<p><b><u>PARENTAL INVOLVEMENT</u></b></p> <ul style="list-style-type: none"> <li>• Early Identification with the Early Intervention Team establishing good family links</li> <li>• SENDCO and members of the SEND support team visit children in their settings and social stories provided when appropriate</li> <li>• Tottenham host '<i>stay and play</i>' session which are an integral part of our Nursery and Reception transition and for new pupils arriving</li> <li>• Open evenings, home visits, parent coffee mornings, parent forums and Professional meetings are held throughout the year</li> </ul>

<p><b>next stage of education and life?</b></p>	<p><b><u>TAILORED TRANSITIONS</u></b></p> <ul style="list-style-type: none"> <li>• Transition Passports and timetables are compiled for pupils when moving year groups / during the holidays</li> <li>• Established transition programme for Year 2 and 3 with our feeder school</li> <li>• Educational Psychologist works with small groups of children around transition and moving on from Tottenham</li> </ul>
<p><b>How are parents involved in Tottenham?</b></p>	<ul style="list-style-type: none"> <li>• Learning Journeys are compiled in the EYFS and shared with parents throughout the year</li> <li>• A strong body of parents are represented on the Governing Body</li> <li>• Parent Conferences held termly</li> <li>• Parent volunteers support reading across the school and attend in house training</li> <li>• Parents help on school trips and are invited to share books with groups of children during Book Week</li> <li>• Parent Teacher Association (PTA) meet to organise events and the annual Summer Fayre</li> <li>• Information shared via weekly newsletter, website, texting</li> <li>• Use of staff/parents to speak and converse in other languages</li> </ul>
<p><b>Who can a parent contact for further information?</b></p>	<p><b><u>OPEN DOOR POLICY</u></b></p> <p>The first person to contact if parents want to discuss their child is the SENDCO or the Headteacher.</p> <p>For information regarding joining the school please contact the school office.</p> <p>The SENDCO is Hannah Cresswell and she can be contacted via the school office or email at: <a href="mailto:SENDCO@tottenham.enfield.sch.uk">SENDCO@tottenham.enfield.sch.uk</a></p>
<p><b>Date of this document</b></p>	<p><b>Our offer to children with special educational needs and disabilities was prepared in July 2019 and reviewed by Governors in..... The SEND information report will be shared with staff in September 2019</b></p> <p><b>It will be reviewed in July 2020</b></p> <p><b>Enfield's Local Offer can be found at the following link:</b> <a href="https://new.enfield.gov.uk/services/children-and-education/local-offer/">https://new.enfield.gov.uk/services/children-and-education/local-offer/</a></p>

**Glossary of Key Term**

<p>Special Educational Needs Co-ordinator</p>	<p>A qualified teacher who has responsibility for co-ordinating SEN provision. Also known</p>
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(SENDCO)	as the Inclusion Manager at Tottenham.
Teaching Assistant (TA)	Teaching assistants work alongside school teachers, helping pupils with their learning. They support individuals or groups of pupils and they assist the teacher in the classroom.
Intervention	Children who face barriers to their learning will often require additional educational intervention to support their learning. Support can be provided, within the classroom, with the view to accelerate progress and address misconceptions that may have developed or more individualised support designed specifically for an individual child to accelerate progress.
Social Story	A short story written in a specific style and format and always in the first person. The story describes what happens in a specific social situation and presents information in a structured and consistent manner for the child.