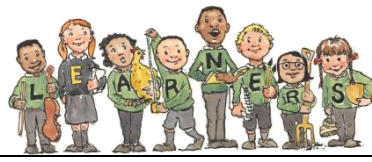
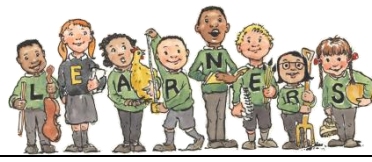


Enfield SEND Information Report

NAME OF SCHOOL/COLLEGE: Prince of Wales Primary School Percentage of Additional needs 24%
HOW WE SUPPORT CHILDREN/YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES
<p><u>Our Mission</u></p> <p>Our values-based school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning together is at the heart of all that we do. Our children learn to become resilient and self-assured in a safe and stimulating environment. Everyone is challenged and encouraged to become successful learners, preparing them for their role as caring and active citizens in Britain today.</p> <p><u>Our Vision</u></p> <p>We aim to be an outstanding, values-based school at the heart of our culturally diverse community, striving for excellence, enabling our children to achieve their highest potential in all areas of their learning.</p> <p><u>Our Vision statement</u></p> <p>“Learning together, growing together.”</p> <p>This is achieved through our curriculum including our values, the value placed on pupil voice and the development of our Head Boy, Head Girl and prefects.</p> <p>All children, including those with special educational needs and disabilities, are represented in our vision and mission statement. Opportunities for all children to participate in all aspects of school life are given e.g. clubs, sporting competitions, participating in assemblies and taking part in the curriculum as appropriate. http://www.princeofwales.enfield.sch.uk/school-curriculum/out-of-hours</p>
<p><u>Type of school</u></p> <p>State maintained primary school for pupils aged between 3 and 11 years old.</p>



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<u>Our Ofsted rating</u> Good – June 2021
<u>How school identifies children with special educational needs:</u> <ul style="list-style-type: none">- Termly tracking of all pupils progress from Year 1 to Year 6- Termly tracking of progress of Foundation Stage pupils- Year group meetings- Referrals from outside agencies e.g. speech and language service; see Appendix 1- Highlighted needs at transition points e.g. into Nursery or from a Nursery setting to Reception- Screenings – e.g. Teaching Talk in Nursery and Reception
<u>What parents should do if they have concerns:</u> <ul style="list-style-type: none">- Speak to the class teacher and raise concerns initially; set targets between home and school.- Speak to the Parent Support Adviser (PSA) – Mrs Rees (who is on the Front desk at the start and end of the school day) or- Speak to AHT Inclusion (Ms Paddon); parents / carers can catch her in the playground at the start or end of the school day or leave a message at the front desk or email the school office on: office@princeofwales.enfield.sch.uk or directly on: senco@princeofwales.enfield.sch.uk
<u>Barriers to learning experienced by children at the school</u> <u>Social, emotional and mental health difficulties:</u> At times children, for a variety of reasons may find it difficult to engage in their learning and / or social aspects of school life, this may lead to them needing additional support.



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Communication and interaction:

Prince of Wales has a high number of children with speech and language difficulties. Children may have speech sound difficulties (they do not always pronounce the sounds correctly), they may find it hard to find the words to explain / describe (expressive), or they may find it difficult to follow instructions given verbally at an age appropriate level (receptive).

Cognition and learning:

Prince of Wales recognises that some children find it difficult to access their learning for their age and may require a differentiated curriculum that starts from where they are at.

Sensory / Physical difficulties:

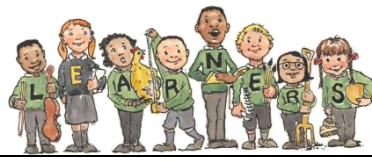
Prince of Wales has a small number of pupils who have physical disabilities that require additional support so that they are able to fully access the learning environment. Support may be in the form of specialist equipment.

What we do to help children with special educational needs

Prince of Wales has a variety of Wave 2 and Wave 3 interventions that are used to support children – please see Appendix 2 for full details.

All interventions have a baseline and exit assessment to monitor the progress children make within the intervention.

How we adapt our teaching for children/young people with special educational needs



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The curriculum is adapted to support the child to achieve the learning outcome, for example in mathematics a child may need concrete objects to count while others need Numicon.

A minority of children may need an individualised timetable to support their learning or working towards board or task planner.

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

Resources are initially given to children who have a high level of need – this may be in terms of behaviour, learning, or both. All Year groups from Year 1 to Year 6 have an additional member of staff who is allocated to provide opportunities to boost children who are finding aspects of learning difficult, this is under the direction of the Assistant Headteacher for that Year group.

Decisions as to how much support is given to a particular child is made through discussions with key staff, outside agencies – where appropriate and parents / carers. This maybe through a Learning Support Plan review.

The impact of support given is evaluated and discussed through regular Pupil Progress Meetings.

How we monitor progress and communicate with parents about progress

All children’s progress is monitored through termly collection of data. In the Foundation Stage parents / carers are invited in as part of their child’s special week to discuss how their child is progressing. From Year 1 to Year 6 there is a termly parent’s consultation evening held. Parents / carers have an open invite to view their child’s work. Parents/carers will receive a written report once a year.

Parents/carers can see the curriculum plan for their child on the school’s website. There will be termly meetings with their child’s class teacher and / or AHT Inclusion to review targets and set new ones, if appropriate.

A variety of workshops are offered throughout the academic year – this includes maths workshops on times tables, as well as phonics, reading and on line safety. We work with external agencies, such as Early Help or SWERL (Strengthening Wellbeing, Emotional Health, Relationships and Readiness to Learn), to support families. This support includes parenting courses, such as the



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Incredible Years. Parents / carers are invited to attend Parent / Carer workshops from Nursery to Year 6 each term to find out about their child's learning and how they can support their child's learning.

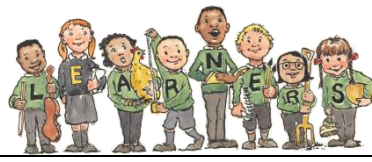
Support we offer for children's/young people's health and general well-being

Bullying is taken seriously – the school participates in anti-bullying week on an annual basis.

<http://www.princeofwales.enfield.sch.uk/our-school/policies/>

- A Learning Mentor works with children throughout the school to support children with social and emotional needs.
- We have Emotional Literacy Support Assistant (ELSA) trained members of staff that may work with children on a one to one or small group basis, to support children with their social and emotional needs.
- Appointed member of staff to administer medicines and to support parents in drawing up health care plans to support their child's medical needs in school.
- Parent Support adviser is available to support parents and carers.
- Children are encouraged to attend school regularly and reward systems are in place to award children with good attendance.
- All children at school can access Place2Talk (this happens at play and lunch times on a Monday and Friday), with parent/carers permission regardless of their needs.
- Additional support is available through Place2Be (long term play / art therapy)
- There is an active school Parliament and an established Prefect group that enables all children to have a voice. If appropriate, a child's views are obtained through the use of a 'Talking Mat'. Children are given a set of pictures that they can sort into whether they feel good about it, ok or unhappy. This is then used to help set their personal targets.

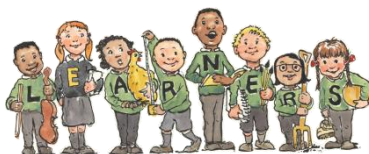
Developing independence and Preparation for Adulthood



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HOW WE SUPPORT CHILDREN/YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES
<p>We work hard to help children to be as independent as possible e.g. through the use of a 'buddy' (friend) in the playground, personalised visual timetable, opportunities to practise activities / regular events (lunch time) with a familiar adult.</p> <p>In classroom, the children may use a visual task sheet or timers to enable them to complete the task as independently as possible.</p> <p>Small group work for Year 6 to Year 7 transitions – including additional visits, planning and making the journey to their new secondary school.</p>
<u>Looked after Children and SEND</u>
<p>The School's Place2BeProject Manager – Jonathan Emeruwa is made aware of any children who are LAC.</p> <p>Regular Personal Education Plan meetings are held and all key professionals are invited to attend, this may coincide with Learning Support Plan meetings or Annual Reviews, if applicable.</p> <p>Susan Paddon is the Designated Teacher for LAC.</p>
<u>Specialist external services we use when we think extra help is needed</u>
<p>Jonathan Emeruwa – Place2Be Project manager on a Monday and Friday.</p> <p>Louise Max - Link Behaviour Support Service (BSS)</p> <p>Elena Kombou – Educational Psychologist (EP)</p> <p>Shakira Ayeni – Speech and Language Therapist</p> <p>School nursing team</p>



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Phil Artemis – Educational Welfare Officer (EWO) Multi-Agency Safe Guarding Hub (MASH) Child and Adolescent Mental Health Service (CAMHS)
<u>The training our staff have had or are getting</u> <u>Training received:</u> Autism awareness – led by Assistant Educational Psychologist Colourful semantics – in house Inclusion team and through Enfield Speech and Language Service Attachment – in house Inclusion team Understanding ADHD – in house Inclusion team A deeper understanding attachment – Ben Hibberd Educational Psychologist Pivotal behaviour training Zones of Regulation Developmental Language Disorder - DLD Eleanor Lesser Speech and Language Therapist Clinical Lead Specialist for DLD Safe guarding training with ECP LTD.
<u>How we include children/young people in activities and school trips</u>



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Unless there are Health and Safety issues all children are included on school trips. Trips and routes to travel are chosen to include all children.

Reasonable adjustments are made to include all children on school trips and parents / carers are consulted.

Our school environment

For further details, please see our accessibility plan. <http://www.princeofwales.enfield.sch.uk/parents/sen/>

The building is accessible for wheelchairs – there is a ramp leading into the KS1 and KS2 building.

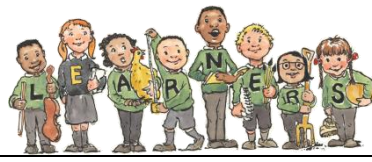
Blinds have been fitted in all classrooms to ensure all can see the Interactive Whiteboard.

For specific children a FM system is used in the classroom.

How we prepare for children/young people joining our school and leaving our school

- Planned transition meetings involving key staff with new school where possible, parents are invited too. If appropriate professionals are included too.
- Learning Mentor, if appropriate organises additional visits for children and together they create a transition book.
- Circle time focusing on moving to secondary school with Jonathan from Place2Be, as appropriate.
- When a new child joins Prince of Wales Primary School, we will contact the previous school / setting to find out as much information as we can e.g. their current curriculum levels, areas that they are talented in / enjoy, etc. The child may start on a part time timetable initially.

How parents are involved in school life



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Parents / carers are a key part of their child's school life, as they know their child best. Parents / carers are encouraged to attend parents' consultations, open afternoons and to participate in workshops.

We hold a parents' forum meeting once a term for parents / carers to raise concerns as a group / share ideas, etc. Minutes of these can be found on the school's website.

The school's newsletter is accessible on the school's website and is emailed to all parents / carers. A paper copy can be obtained from the front desk by the school office.

Who to contact for more information or to discuss a concern

First point of contact is the child's class teacher then the Assistant Headteacher for the Year Group.

If they are worried, they can speak to Mrs Rees (PSA) or Mrs Dunlea (Welfare) who are on the front desk or in the playground every morning and afternoon or to a member of the Senior Leadership Team – who are in the playground at the beginning and end of the school day.

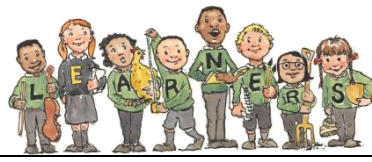
Ms Paddon – AHT for Inclusion also holds the SENCO role. Ms Paddon has held a SENCO role prior to the NASENCO Award being a requirement. However, has gained a Masters in Special Educational Needs.

Who to contact to complain

The school's complaints policy can be found here <http://www.princeofwales.enfield.sch.uk/our-school/policies/>

A complaint can be made in writing to the Head teacher - Jan Bless and / or the Chair of Governors – Lorraine Hodgson.

Our offer to children with special educational needs and disabilities was prepared on 7th February 2024 and will be shared with parents/carers as part of a coffee morning on 21st March 2024. The report will be available on the school's website and open for a



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six-week consultation period. Parents / carers can send their comments / questions to the school's email address – office@princeofwales.enfield.sch.uk or given directly to the school office. Parents / carers are welcome to speak to Ms Paddon at the start and end of the school day in the playground.

The report will be reviewed on 21st March 2025.

Enfield's Local Offer can be found here. <http://www.princeofwales.enfield.sch.uk/parents/sen/>