



# SEND

## School Information

### 2024-2025



## De Bohun Primary School

### **How do support children/young people with special educational needs or disabilities?**

Our vision and how we hope to achieve it

#### **“From possibility to reality”**

The staff of De Bohun Primary School recognises that all children in their care have individual needs; every effort is taken to ensure that every child’s needs are met. All children have the right to access a broad and balanced curriculum, at De Bohun we achieve this by:

- Ensuring children are valued equally
- Ensuring all children make progress
- Ensuring barriers to learning are identified and action is put in place
- Providing an inclusive environment
- Consultation with Parents/carers throughout the process
- Working with the Local Authority (LA) and other agencies
- Maintain and develop a range of expertise within the school
- Monitor, review and evaluate policy and provision on a regular basis



#### Type of school/college

De Bohun is a 2 form entry Primary school with a Pre-school, Nursery, and a Specialist Autism Provision for children with a Autism diagnosis from Reception – Year 6

Our attached Children’s Centre provides opportunities for families with children under 5, to learn, develop and have fun. It is a place for families to attend free courses, workshops and drop in sessions. Children's Centres bring together a wide range of services and support for families with young children.



## Complex ASD Provision

We also have a specialised provision for children with complex Autism. Our Sunshine and Butterfly classes cater for children for children with diagnosis of Autism from Reception through to Year 6. Children are supported by a specialist teachers and practitioners who are committed to improving the outcomes for children with Special Educational Needs and Disabilities. Staff expertise enables children to develop the skills they require to begin their educational journey. Our aim is to equip the children, giving them a solid grounding that will allow each child to independently navigate through life as they grow up and prepare for adulthood. The children are at the forefront of our thinking and therefore we have designed a curriculum and assessment framework around their needs. This puts the child at the centre to ensure a holistic approach in their learning at all times, so they are receiving the education they require and deserve. Each topic is designed to be meaningful and relatable to each individual child, with core life skills and key academic lessons woven into this immersive curriculum. This ensures that the children have the opportunity to engage in learning throughout their school day. This runs on its own timetable and allows for a more bespoke, learning experience tailored to meet their needs.

We are very proud of our learning spaces and have spacious classrooms to allowing for tailored and appropriate learning environments. There are separate areas for the children to engage in different areas of the curriculum, including an exciting outside area that encourages the children to explore, enjoy and engage in a variety of activities. We also have a sensory area, separate toilets, as well as an eating area to help the children to develop vital self-help and life skills. We use elements of the TEACCH priorities, PECs, visuals and zones of regulation as part of our toolkit to provide the very best learning environment.

We do not have a waiting list for our provision as all admissions must go through a consultation process by SEN Services at Enfield Council. The child must have an Educational, Health, Care Plan (EHCP) and a diagnosis of Autism. It is the LA's decision as to who is placed in our Autism provision

### Our Ofsted rating

De Bohun's last OFSTED rating in January 2020 was: 'Good' in all areas.

Our report states "parents and carers explained that staff routinely go the extra mile to help children to be successful. This includes helping them to settle when they first start, making sure their children's special educational needs are met, and never giving up on finding solutions to difficulties. Although they live some way from the school, several parents gladly make the daily journey because of what the school offers."

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

At De Bohun all children are monitored and potential concerns are highlighted through:

- Ongoing teacher assessments
- Ongoing monitoring of behaviour
- Termly Passport (IEP) meetings with parents
- Inclusion Team Meetings
- Flowchart of identifying need
- The progress concern referral discussed with the SENCo, completed by teachers after consultation with parents/carers
- Regular Enhancing Outcomes Meetings
- Advice or support from outside professionals

Parents are able to raise concerns through a variety of ways:

- Making an appointment with the class teacher
- Making an appointment with the SENCo
- Members of SLT and SENCo are in the playground each morning
- Staff are available to discuss concerns and share strategies with parents in home school liaison book (daily where appropriate).
- Parents' Evening
- School Coffee Mornings
- SEN Coffee Mornings



### **What do we do to help children/young people with special educational needs?**

- The class teacher is responsible for all children in their class and provides Quality First Teaching ensuring all needs are met during lessons, including adult support where necessary
- Staff use the progress concern referral to enable concerns to be discussed at the Inclusion meeting
- Children are highlighted at Enhancing Outcomes Meetings and then reviewed every fortnight
- The Special Educational Needs Coordinator (SENCo) is responsible for Individual Education Plans (IEPs) called Passports, and hosts termly meetings with Parents/Carers and class teachers to discuss progress and review targets. Support Staff have regular meetings to discuss children's needs and ensure effective support.
- Inclusion Team have regular meetings to discuss individual needs
- Children are enabled to access all aspects of school life.
- If a child is unable to attend school, due to illness, or they are becoming increasingly distressed due to the changes at school, work will be provided, through google classroom. The children will have access to the same work they would receive if they were at school, along with any bespoke learning or tasks based on their EHCP outcomes. This is monitored weekly by the class teacher and SENCo.

### **How do we adapt our teaching for children/young people with special educational needs?**

- Class teachers plan lessons according to the specific need of all groups of children in their class and will adjust in order to enable all children to access their learning as independently as possible.
- Tasks are differentiated to the child's needs and a range of resources and scaffolding is chosen to support their learning and encourage independence.
- There are opportunities for challenge for all children
- Some children use SEND assessment grids, allowing the objectives to be broken down into chunks to allow for small steps of progress. Teachers will plan and adapt teaching based on the objective the child is working from.
- For children with Autism, we also track children's non-academic progress and life skills. We use elements the Autism Education Trust as part of our own Autism tracking document.

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

- Class teachers are supported in planning for children with SEND. They are signposted to additional learning resources.
- Training needs for all staff to improve the learning of all children with SEND are arranged. Staff consult with other professionals to identify new learning programmes that will support learning.
- Parents/Carers are invited to termly passport meetings where they can learn strategies to support their child's learning at home
- All interventions are reviewed and the impact is measured regularly.
- Inclusion meetings with the SENCo, Assistant Head for Inclusion and year group Assistant Heads are held to discuss the needs of the children and strategies/resources that can be put in place



## **How do we check that a child/young person is making progress?**

- Children's progress is continually monitored by the class teacher and senior leaders.
- Progress is reviewed every term in reading, writing and maths. Progress in other areas such as attendance and behaviour are also monitored.
- Children are assessed at the end of each Key Stage (Year 2 and Year 6) through formal assessment using Standard Assessment Tests (SATs). The results from these tests are published nationally.
- Children with Education and Health Care Plans (EHCP) will have a formal Annual Review strategies and progress with appropriate professionals invited to the meeting.
- Children identified that are struggling to make progress are tracked on assessments grids that are broken down into smaller steps to allow for progress to be made at a slower rate.
- If a child is not making expected progress, the class teacher will discuss concerns at the Enhancing Outcome Meeting and interventions and additional learning resources may be put in place. If progress is still not being made, parents will meet with the class teacher to discuss concerns and a referral may be made.

- Teachers make requests to the SENCo when concerns arise through the Progress Concern Referral
- IEPs are reviewed termly to monitor progress against the child's individual target with parents and teachers

### **How we keep parents informed?**

- Termly report cards are sent out to parents.
- Parents' Evening is held twice a year to discuss progress
- SEND IEP meetings are held termly with parents of children on the SEND register to discuss progress and review targets
- Weekly home school liaison
- Some children have a daily home school book
- Yearly Annual Review of the EHCP
- Parents are contacted if the teacher has ongoing concerns

### **What support do we offer for children's/young people's health and general wellbeing?**

#### **Health/Medical**

- If you inform the school that your child has medical needs, you will be invited into school to discuss needs and provision. A medical care plan may be completed for children with medical needs and this plan will be reviewed regularly. All medical information will be given to all adults working with the child.
- All medicines are carefully monitored and recorded.
- The school nurse can be contacted to support any medical need and provide advice.
- Children's needs will be taken into account when accessing all school activities- including trips.
- Pupils with physical disabilities and some pupils with other learning needs have plans in place to support the safe evacuation from the building in an emergency.
- If your child has a medical concerns please email our Medical support [z.rabinska@debohun.enfield.sch.uk](mailto:z.rabinska@debohun.enfield.sch.uk)
- Work is provided by school to support the learning of children absent from school due to medical needs.

## Social/Emotional

- All children are encouraged to work together.
- A range of strategies including social stories are available to support transitions.
- New children are provided with an appropriate 'buddy' to support in class and at break times.
- All staff are made aware of children with social/emotional needs and reasonable adjustments made as necessary.
- Parents are supported to access appropriate extended support/agencies.
- If necessary staff will be notified of any safeguarding concerns.
- Concerns raised at Enhancing Outcomes Meetings or from the Inclusion meeting are passed to teachers as appropriate



## Physical/Sensory Needs

- Advice is taken from external agencies for specific needs (e.g. visual impairment/hearing impairment)
- Support is provided to facilitate access to the building where possible.
- Our school building is listed, which prevents us from making any major modifications. All possible adaptations are discussed with our premises manager.

## Behaviour

- To support appropriate behaviour, the class teacher shares strategies with parents when necessary.
- Home school books are provided where required to support communication between home and school.
- Additional support will be implemented if needed and advice requested from additional professionals if required.
- The behaviour policy is implemented by all staff.
- All incidents are monitored and recorded according to the behaviour policy and action is taken by the appropriate member of staff.
- Children in our Autism provision have slightly different behaviour guidelines to follow that take into account to their specific needs.



- Regular behaviour monitoring allows for patterns/triggers to be identified.
- Behaviour is monitored by the Assistant Head for Inclusion

### **Child's Views**

- Children contribute in the termly SEN meeting.
- Children with EHCP plans contribute to the Annual Review.
- School council meetings where each class in KS1/2 are represented, allow the children to discuss school matters.
- Pupil opinion is gathered termly from intervention groups, as well as through the school council, termly reports and annual questionnaires.
- Self-assessment and pupil voice is recorded in class.
- Children are encouraged to complete the weekly homework sheet.

### **Trained staff working at school:**

- SENCo
- Play Leaders
- Child Protection trained
- PRICE Trained
- SCERTS Trained
- Autism support trained
- First Aid trained
- Trained in specific interventions such as daily supported reading,
- Colourful Semantics, Language for Thinking, gross motor skills, phonics and maths.
- ELKLAN trained
- Autism practitioners

**Specialist external services we use/recommend when we think extra support is needed:**

- Educational Psychologist
- Speech and Language Therapist
- Social Services
- Early Help
- Child and Adolescent Mental Health Services (CAMHS)
- Behaviour Support Service (SWERRL)
- Occupational Therapy
- Physiotherapy
- Family Support Unit
- Parent Partnership
- SENDIASS
- Children's Centre
- School Nurse
- National Autistic Society
- Outreach (Enfield Advisory Service for Autism, West Lea, Waverley and Oaktree)
- Enfield Parents and Children
- Joseph Clarke Service for Visual Impairment
- Hearing Impairment outreach
- Early Years Social Inclusion (EYSI)
- Family Support Unit
- Education Welfare Office
- Child Development Team
- Great Ormond Street Hospital
- Cheviots – Joint service for Disabled children



### **What training have our staff had?**

- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND.
- Individual teachers and support staff have attended or will attend training courses that are relevant to needs of specific children.
- Training is provided to build the expertise of staff identified through Continuous Professional Development.
- All staff have received training around the changes in the Code of Practice.
- Internal training is provided to introduce new techniques to support learning.
- Training is provided to all staff in the assessment of children with SEND.
- All staff have had Autism training delivered by the Enfield Advisory Service for Autism
- All staff have taken part in online safety training
- All staff have undergone child protection training.

### **How do we include children/young people in activities and school trips?**

- All children are included in all activities with their peers and additional support is provided where necessary.
- Strategies may be provided by class teachers to parents to prepare pupils for visits and activities, such as social stories.
- All children can participate in after school activities and the school will assist pupils with SEND to access these clubs with the appropriate support in place.
- There is support and structured activities available during playtime and lunchtime should a child require it

## Our school environment

- Due to the building being listed, it is not possible for all suitable adaptations to take place, so therefore the whole building is not accessible to wheelchairs at present.
- Classrooms and corridors are clearly lit and kept clear to ensure children with visual difficulties are catered for.
- The school can provide disabled changing and toilet facilities.
- When agencies advise, additional equipment is provided where possible.
- We have carried out environmental audits for specific children with visual and hearing impairments
- We have a bespoke sensory room

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

- Admission interviews take place where all needs are discussed and SEND and medical are highlighted. This information is given to relevant staff to consider strategies needed before admission.
- We follow our admissions SEND flowchart
- When a child with SEND enters the school, strategies are put in place to support a successful transition.
- If a child with SEND is transferring from another school, staff will liaise with the existing school.
- If there are spaces available, a child requesting a transfer into the Autism Provision has to go through the Local Authority. The SENCo will visit the child in their current placement or home prior to deciding if De Bohun should be named as provision. If the child is offered a place in the Autism Provision, the pupil will be provided with social stories to help with transition.
- If your child is moving to another school relevant paperwork is provided and strategies shared.
- Our SENCo makes contact with SENCos from secondary schools to discuss provision and share strategies.
- Transition Groups may be provided to support with the move to secondary school.
- When moving classes within De Bohun, information and strategies are passed on to the new teacher in advance through a transition meeting with the current teacher and if necessary the SENCo.
- If a child is returning to school after a long period of absence, they will receive social stories, videos from their teacher, pictures of their class and school environment and anything else deemed necessary to support a smooth transition

### **How are parents involved in school life?**

- Parents are encouraged to discuss any concerns at the first opportunity with the class teacher Parents are encouraged to join the Friends of De Bohun to support the school through fundraising activities.
- Parents have the opportunity to discuss progress at Parents' Evenings, IEP Meetings and Annual Reviews
- Parents are encouraged to communicate with the class teacher through the Home School Liaison Book weekly where appropriate.
- Parents are invited to support all events held by the school.
- Parents have the opportunity to complete Parent Questionnaires annually.
- There is a link to OFSTED Parent View on the school website.
- Dual Language staff are available to support parents in meetings or parents are encouraged to bring their own support
- Parent forums after class assemblies
- SEN Coffee Mornings

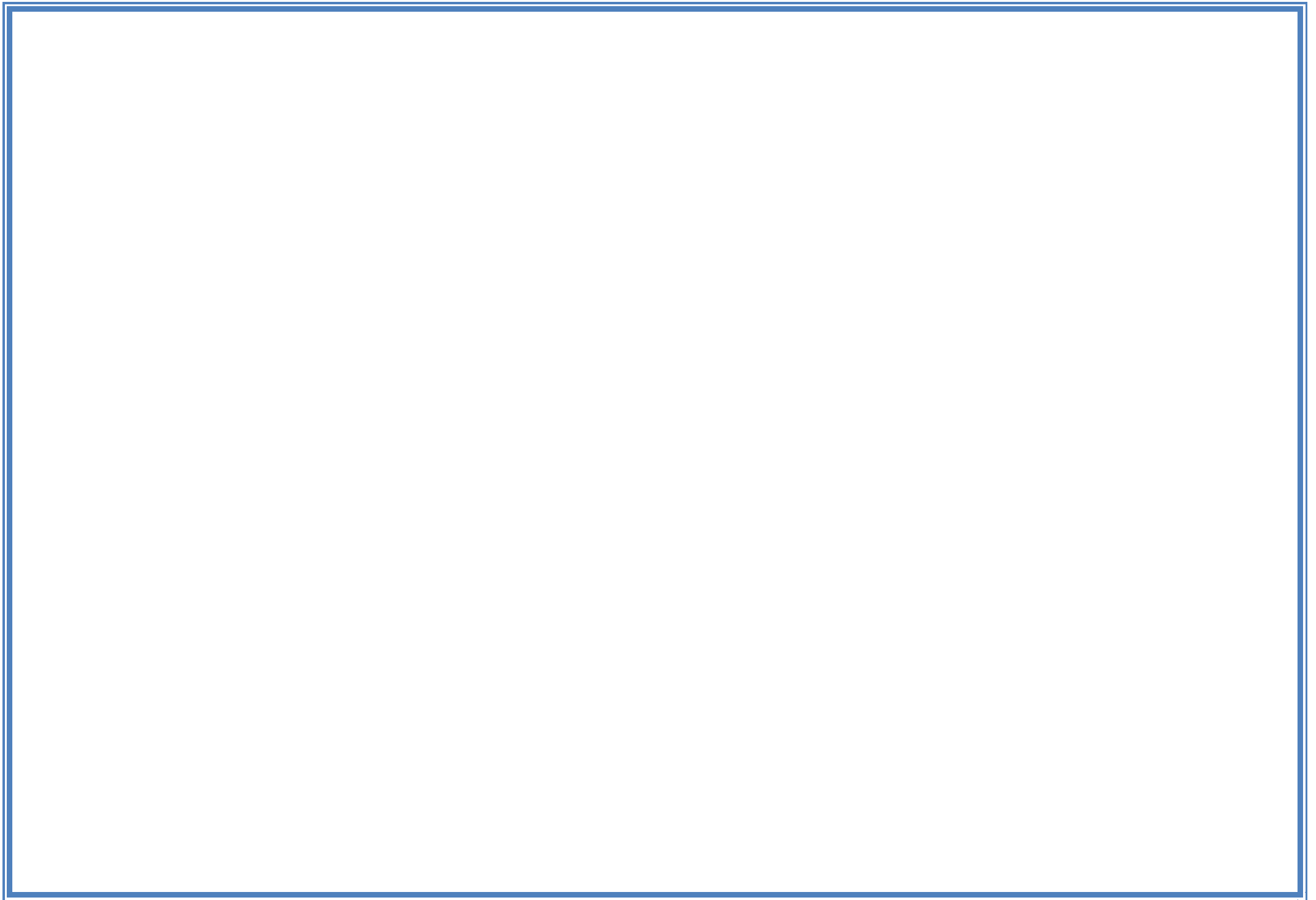
### **Who to contact for more information or to discuss a concern**

If you have a concern, please contact your child's teacher at the end of the school day or via the Home School Liaison Book

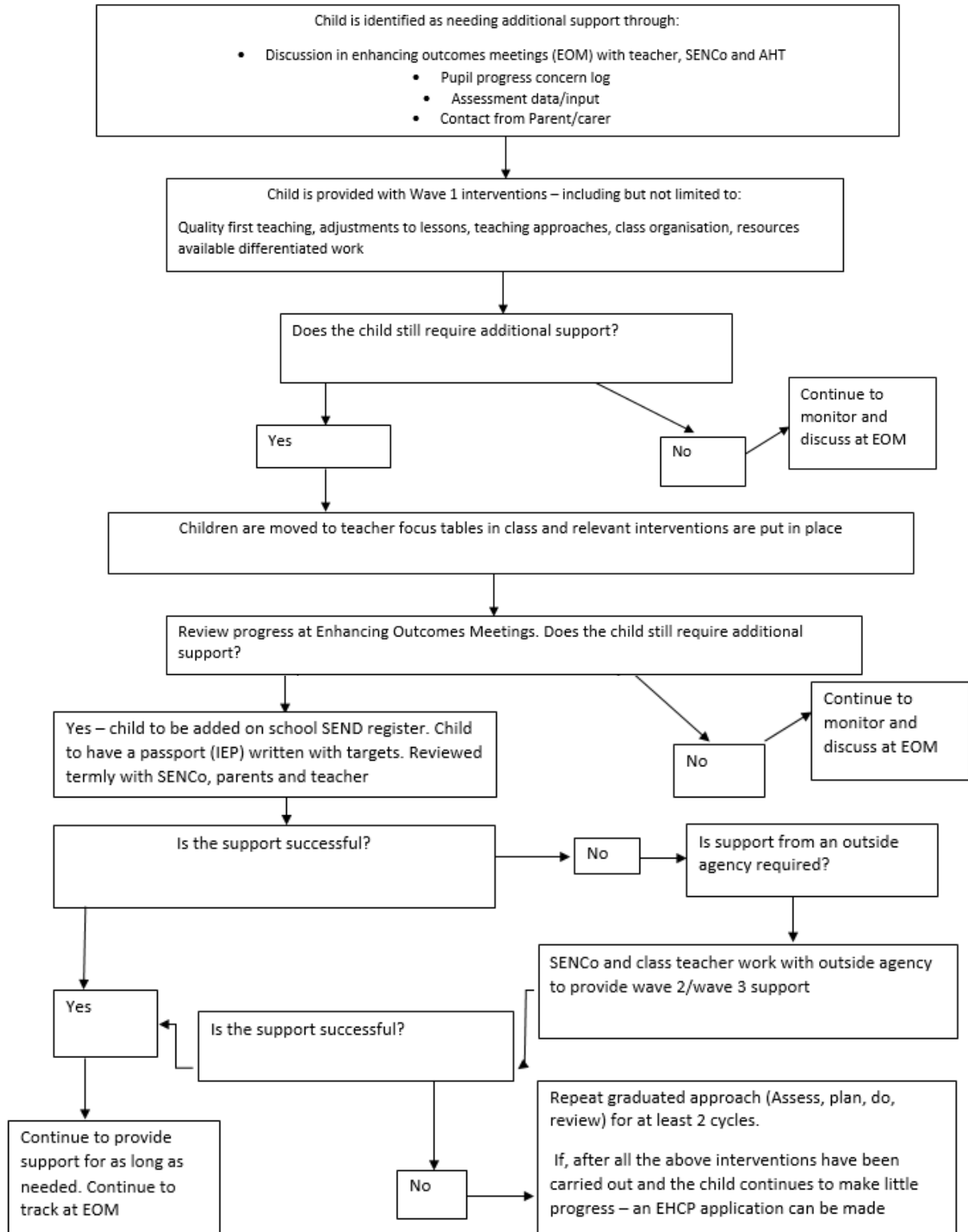
If necessary an appointment can be made with other members of staff, such as Inclusion Team-

- Suzie Ashworth (SENCo) ([senco@debohun.enfield.sch.uk](mailto:senco@debohun.enfield.sch.uk))
- Jo Auvache AHT for Inclusion
  
- If you are considering joining the school, contact the school office for a prospectus and to arrange a visit.  
Tel 0208-449-4402 [office@debohun.enfield.sch.uk](mailto:office@debohun.enfield.sch.uk)

**Our offer to children with special educational needs and disabilities was prepared in July 2024, This will be reviewed in July 2025.**



De Bohun School SEND Flowchart for identification of need and support



Admissions:  
SEND into Mainstream.

The admissions process for a child with an EHCP requesting a mainstream place follows this procedure. The Inclusion Team comprises of Jo Auvache AHT for Inclusion and Suzie Ashworth – SENCo

The LA sends a copy of the Educational Health Care Plan to De Bohun or the parents approach the school and provide supporting information



The SENCo will review the information received from the LA / parent. A home/school assessment visit will then be arranged. This will be undertaken by the Inclusion Team.



Parents will be invited for a meeting with the Inclusion Team to discuss the strengths and challenges of their child and whether the child's needs can be met. This visit will include a tour of the school



The Inclusion Team will convene and review the paperwork, assessments and information regarding the pupil and discuss whether De Bohun can fully meet their needs. The final decision for offering a place lies with the Head Teacher.





A place is then offered or declined based on the information gathered during this process



When a child is offered a place at De Bohun School the LA will inform the child's family. The school will then contact the family and arrange a full visit, transitions and discuss needs.

A placement will be agreed if:

- The school can meet the child's needs
- There is a vacancy in the appropriate age group
- It is compatible with the interests of other pupils already in the school

### Admissions:

#### SEND into Complex Autism Provision

The admissions process for a child with an EHCP requesting our Autism Provision place follows this procedure. All admissions into the Autism Provision must come through LA SEN services

The LA sends a copy of the Educational Health Care Plan to De Bohun along with a consultation form with a specific timeframe (15 calendar days)



The SENCo will review the information received. A home/school assessment visit will be arranged to see if the Complex Autism provision will be able to meet the needs of the child.



After the assessment visit, if we feel we cannot meet the needs of the child, the consultation form will be sent to the LA stating this.



If the home/school assessment is successful, parents are encouraged to tour the Complex Autism provision (if they haven't already done so)



The Inclusion Team will review the paperwork, assessments and information regarding the pupil and discuss whether De Bohun Complex Autism provision can fully meet the needs of the child. The final decision for offering a place lies with the Head Teacher.



The consultation form will be returned to the LA stating we can or cannot meet the needs of the child. If we are able to, the EHCP must name De Bohun Complex Autism provision



When a child is offered a place at De Bohun Complex Autism provision the LA will inform the child's family. The school will then contact the family and arrange a full visit, transitions and discuss needs