



HARMONY through Honesty, Awareness, Responsibility and Respect

At Brettenham, we hold these four core values close to our hearts. Our values help children develop strong character, resilience and empathy, preparing them not only for learning in school but for life beyond it.

Our Vision

At Brettenham we believe that every child is unique, valued and capable of success. We are committed to inclusive practice where all children with Special Education Needs and Disabilities are supported to thrive emotionally, socially and academically. Through quality first teaching, early identification, personalised support and strong partnerships with families and professionals, we aim to remove the barriers to learning and celebrate diversity. We create a nurturing, respectful environment where all children feel safe, confident and develop a sense of belonging.

Our School

Brettenham is a two form entry Primary School with a Nursery. Children are aged 3-11 years. As we are a school situated in an area of diversity and significant deprivation, we strive to ensure that all children and their families receive high quality provisions to support both learning and personal wellbeing. We strongly embrace the ethnic, cultural and religious diversity present at our school, and promote and celebrate it as much as possible.

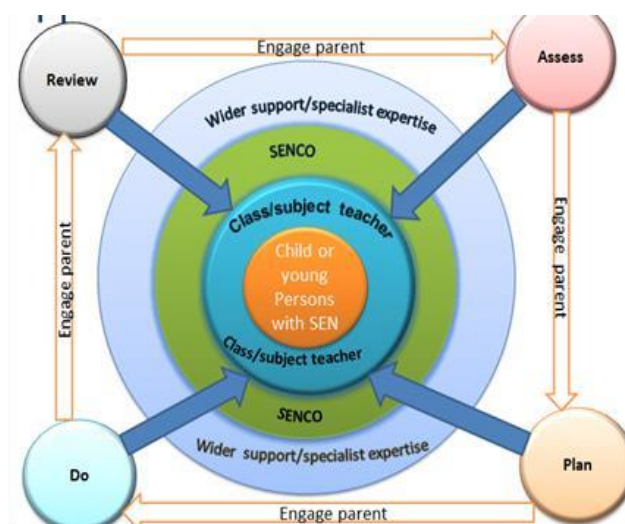
Our Ofsted rating

Our current [Ofsted report](#) is 'Good'.

How children are monitored and progress is tracked to ensure extra help is identified early:

- Every term the progress is reviewed formally in Reading, Writing and Maths.
- We use an assessment tool called the Birmingham Tool Kit for those children not yet working at the age related expectations of the National Curriculum level for their year group.
- We also use bespoke assessment tools for the Nurture Class intervention and for the Complex Needs Group interventions.
- The progress of children with an EHCP is formally reviewed at an Annual Review with all adults involved with the child's education.

- At the end of each Key Stage 2 all children are required to be formally assessed using the Standard Assessment Tests (SATs). This is a requirement from the government and the results are published nationally.
- In the Early Years Foundation Stage – At the end of Reception the Early Years Foundation Stage Profile Assessment is completed on each child.
- IEPs are reviewed termly to ensure progress is being made for individuals.
- All interventions are evidenced based have a form of assessment to track progress and these are reviewed termly.
- Progress is discussed during termly progress meetings.
- Progress in other areas, such as attendance, engagement in learning and behaviour are also monitored.
- Parents are formally invited into school termly, to discuss progress with the class teacher and Inclusion Leader if requested. The teacher will produce a report for parents as part of the formal meeting. Parents can also make an appointment to meet the class teacher and/or Inclusion Leader throughout the year if they would like to discuss any concerns that they have.
- We hold termly Progress Meetings to track progress and highlight where there may be a cause for concern.
- Concerns are highlighted and discussed with the parents, teachers and Inclusion Team.
- Inclusion Leader may carry out observations on the individual child in recognised screeners to identify child's strengths and difficulties.
- Other professionals may be invited into school to carry out assessment work and parents are consulted and kept informed at all times throughout this process.
- We use the graduated approach and work through the 'Plan, Do, Review' cycle to assess, discuss and plan for each individual child's need.
- We may set a child an Individual Education Plan (IEP).



- If a parent/career feels their child may have a special educational need, they can raise concerns at any time by making an appointment with the child's class teacher and/or the Inclusion Team.

Common barriers to learning

Every child learns in their own unique way. Sometimes certain challenges- barriers to learning can make it harder for a child to progress. These barriers can be temporary or long term and may affect a child's academic, social and emotional development.

Although four areas of primary need are identified here, it is recognised that many children experience difficulties that do not fit easily into one area, and may have needs which span two or more areas. It is important that we carry out a detailed assessment of individual children and their situations to make accurate judgements of their needs and provide appropriate interventions.

The four primary areas of Special Educational Needs (SEN), as identified in the government's SEND code of practice are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental health
4. Sensory and/or Physical.

The main area of need for our children at Brettenham is 'Communication and Interaction.' Communication underpins literacy, learning and emotional wellbeing. Effective collaboration with external agencies and families helps remove barriers to the learning and supports inclusion and participation in school life. We work closely with the Enfield Communication Advisory Support Service (ECASS) and the NHS Enfield Speech and Language Service support our drive to ensure early identification and high-quality intervention can be put in place.

We also have an increasing number of children with a diagnosis of autism. We access support from the Enfield Advisory Service for Autism to increase our understanding of autism, and to develop provision and practice across our school.

What our school does to help children with special educational needs

How do we adapt teaching to respond to the strengths and needs of all pupils?

- The class teacher is responsible for *all* children in their class.
- Needs are first met through Quality First Teaching, in accordance with the SEN Code of Practice.
- Pedagogical development through WalkThrus - at the heart of WalkThrus is a selection of evidence based teaching strategies rooted in a deep understanding of how learning works supporting all children.
- Teachers develop a repertoire of the following strategies that they use flexibly in response to the needs of all pupils:
 - Flexible grouping
 - Using technology to support pupils with SEND
 - Scaffolding, appropriate resources and use of manipulatives
 - Communication supportive environments

Our provision offer then extends to:

- Evidenced based additional interventions.
- Some children will require an Educational, Health and Care Plans (EHCP). EHCPs are integrated support plans for children and young people with SEND from 0 to 25. They are focused on achieving outcomes and helping children and young people make a positive transition to adulthood. They will be produced in partnership with parents, children and will be based on a coordinated approach to the delivery of services across education, health and care.
- Teaching Support Assistants (TSAs) are directed by the class teacher to target groups of children including those with SEND. They may also lead interventions and work with

individual children providing some 1:1 support where necessary, but independence is always encouraged.

- Children may be set personalised targets in the form of an Individual Educational Plan (IEP), which are coproduced with family/school/external professionals where there is involvement. These outcomes are reviewed termly.
- The school works closely with other professionals to ensure individual needs are met and the recommendations and advice, including specialist resources are all incorporated into the teaching.
- The Inclusion Team supports the staff regularly to monitor and track progress.

- At Brettenham we have key members of staff who lead our key interventions:
 - Nurture Class team (Ms Gulen Ibrahim and Mrs Koulla Mappoura), supporting children with social, emotional and mental health needs.
 - A Higher-Level Teaching Support Assistant (Ms Gulen), who is a trained Emotional Literacy Support Assistant (ELSA), supporting children with social, emotional and mental health needs.
 - A SEND Lead Teaching Assistant (Ms Mears-Greene) and TSA (Mrs Kathija Hussari) who leads a group for children with complex SEND needs.
 - A teacher (Ms Anita Hurree), who leads the Read, Write Inc (RWI) intervention for all pupils. Alongside a group of highly trained Teaching Support Assistants who deliver the RWI interventions.
 - A Higher-Level Teaching Support Assistant (Mr Roheemun) who supports children with EAL and delivers interventions to support learning and with a focus on SEMH/personal development.

How our school's resources are allocated and matched to children's special educational needs:

- The school has a School Improvement Plan, which includes identified training needs for all staff to improve teaching and learning of children including those with SEND.
- Performance Management Interviews are carried out to identify continuous professional development.
- Trained support staff can implement the teacher's adapted planning to support the needs of all children,
- The Inclusion Team will support teachers to identify which children require which interventions.
- The school SEND budget is allocated and planned for by the Head teacher and Senior Leadership team (including the Inclusion Leader) to ensure that the budget is spent according to need.
- The Local Authority provides external agencies that schools have access to. The provisions are carefully managed by the Inclusion Leader. We have access to a fixed number of visits per academic year as a resource from the external professionals.
- All interventions and all external agencies work is reviewed at least termly to ensure the support is having an impact for the child.
- Senior Leadership Team can attend the Enfield Borough Fair Access Panel to receive Local Authority support where required.

Medical

- If your child has any medical needs the school Welfare Team will invite you in to discuss these. If a Care Plan is required the Welfare Team will support you to coproduce this with other professionals as required.
- The Care Plan will be updated with you at least yearly, but should any new developments occur parents are able to contact the school to discuss these and adjust the care plan accordingly.
- Parents can make an appointment with the Welfare Team to discuss any form of medical needs they have concerns about and they can offer advice and makes referrals if needed to other agencies.
- All medicines are carefully managed and recorded by the Welfare Team.
- All support staff are trained in Emergency First Aid trained which is a 1 day course.
- Nominated staff are then either trained in a full First Aid at Work course or a Paediatric course (depending on needs determined by risk assessment/staff numbers and EYFS guidelines).
- All staff are trained annually in EpiPen/Epilepsy/Asthma management.
- Nominated staff will be trained in Diabetes management. (Dependent on child's YR group)

Social and emotional well-being

- Your child's general well-being and pastoral care is very important to us and sharing of parents concerns with the class teacher will help us all work together.
- We provide 'Active Lunchtimes' to encourage all children to be active and to develop their physical, social and behavioural skills.
- We offer a Breakfast Club every morning to ensure children can access a healthy breakfast.
- Children are supported through the Personal, Social, Health and Economic (PSHE) curriculum and the RSE (Relationships and Sex Education) curriculum.
- We have a qualified ELSA (Emotional Literacy Support Assistant) to deliver intervention to individuals.
- We have a part-time Nurture Class as an intervention to support children with SEMH needs.
- We have access to a qualified external Play Therapist.
- We work closely with external agencies such as CAMHS (Child and Adolescent Mental Health Service) and MYME (My Young Mind Enfield).

Child's Views

- At Brettenham our aim is to ensure that all children feel valued and respected. Children's views and hearing their voice is incredibly important to us and we listen carefully to them. This build confidence, self-esteem and a sense of belonging.
- Your child's views are incorporated into the reviewing and setting of personal targets on their IEP.
- Your child will attend his/her annual review and contributes to his/her EHCP.
- We have regular pupil interviews each term to determine pupils' understanding of the curriculum.
- The school values are explicitly taught to all pupils and if your child has a concern they will be able to share this with the adults working with them and anyone from the Inclusion Team/ Safeguarding Team.
- External agencies will collect your child's views as part of their assessment work.

Support provided to develop independence and prepare children for adulthood:

- All children are encouraged to be independent. This is promoted through the use of child/need specific strategies and resources.
- Children's work is scaffolded in classrooms to ensure that they are able to complete tasks with more understanding and independence.
- Children are continuously encouraged to develop their individual self-help skills.
- Specific speech and language programmes and groups are in place to help children to communicate effectively in the wider environment and to prepare them for transitions such as to Secondary school.
- We also work with other outside agencies to provide mentoring and support for all children where required.

Attendance

- It is very important that your child has good attendance, so that they can make good progress in all areas.
- School attendance is carefully monitored by the Attendance Lead (Miss Toni Thompson, who is also the Educational Welfare Officer for the Children First Academy Trust). Working together will ensure the best possible outcomes.
- We reward good attendance and improved attendance to promote the high importance of good attendance.

Arrangements in place for Looked After Children (LAC) with SEND

- Each child will have an individual LAC review meeting as well a multiagency SEND review meeting held by a member of the Inclusion Team to discuss the needs of the child. Present at this meeting may be Parent/Carer/Guardian, Social Services, an Educational Psychologist and a Speech and Language Therapist.
- Pupil Premium Plus (PP+) is granted to our Looked After children and this is the specific, extra government funding for Looked After Children (LAC) in England, currently set at £2,345 per child per year. Managed by the local authority's Virtual School Head, this grant supports educational, social, and emotional needs for children in care (aged 5–16), aimed at narrowing the attainment gap.
- School uniform, PE kits and other resources needed are also subsidised or paid for by the school.
- Our schools Designated Teacher for LAC children is Mrs Taylor.

Specialist services and expertise available and accessed by our school

The school has access to the following external agencies:

- Educational Psychology Service (EP)
- Speech and Language Service (SALT)
- Enfield Communication Advisory Support Service (ECASS)
- Children and Adolescent Mental health Service (CAMHS)
- My Young Mind Enfield (MYME)
- Child Development Team (CDT)
- Early Years Social Inclusion Team (EYSI)
- Strengthening Wellbeing, Emotional health, Relationships and Readiness for Learning Service (SWERRL)
- Physiotherapy and Occupational Therapy Service
- Every Parent and Children (EPC)
- Edmonton Community Partnership (ECP)
- School and Early Years Improvement Service

- Joint Services for Children with Disabilities
- School Nurse
- Hearing Impaired Service
- Outreach Services from the Special schools including West Lea, Russet House, Waverly and Joseph Clarke
- Multi-Agency Support Hub (MASH)

This list is not exhaustive as we strive to continually develop new partnerships within, not just the Enfield borough but also with the surrounding local boroughs.

Further information regarding support provided by external agencies can be found through [Enfield's local offer for SEND](#).

Training for support staff

Continuous Professional Development will be identified through the School's Improvement Plan.

This academic year currently have a focus on the area of Speech, Language and Communication, as this is our greatest area of need identifies within our school community.

As well as in house training delivered by the Inclusion Leader/SENCO we also work with other colleagues from other agencies, particularly the Speech and Language Therapy Service. They deliver specific training on specific areas such as Developmental Language Disorder and Autism. We have a named Speech and Language Therapist (deployed by the NHS) who delivers support and intervention to those children requiring therapy as identified in their EHCP. This is also a highly valuable opportunity, whereby staff will be provided with the time to work with the therapist as a form of training and personal development, to increase their skills when working with individual children and small groups.

Access to activities outside the classroom

All children are included in all activities with their peers including all trips. Before any trip a Risk Assessment is completed to ensure accessibility and to identify where additional support may be required on an individual needs basis.

Access to our school environment

The ground floor of our school is wheelchair accessible through two entrances, however the first floor is not. The classrooms are all clearly lit and kept clear and clutter free, as are the corridors. All classrooms have been fitted with interactive whiteboards.

How we prepare for children joining and leaving our school

If your child is joining the school:

- A home visit may be carried out.
- The family are offered a tour of the school and the opportunity to meet key adults before the child starts.
- Transition meetings with the previous settings and Brettenham are offered to share information and to set up a transition plan where required.
- If appropriate a member of the Inclusion team will visit your child in their current setting.

If your child is transferring to another school:

- A social story may be designed to support the child to prepare for the move.
- Liaison and information sharing with the other school in the form of a meeting with parents involved.
- A transition plan may be set up including possible pre-visits to the new school.

Transition to Secondary Schools:

- A member of the Inclusion Team will invite the secondary staff in to discuss the child and share information.
- Some individual children may require specific interventions to help them to prepare for secondary schools, such as a speech and language programme to develop their social skills.
- Secondary schools offer taster days so the children can visit their new school.
- Some children may require further visits to the new school and these will be planned for according to need.

How parents are involved in school life

- Effective communication between parents/carers and school is essential to supporting children's learning, wellbeing and overall development.
- You are encouraged to discuss any concerns at the first opportunity with your child's class teacher.
- You are welcome to make an appointment with the Inclusion Leader and any member of the Senior Leadership team, including the Headteacher to escalate concerns around SEND.
- Parents are expected to attend all termly parents open days/evenings to discuss the progress of their children.
- In the Early Years Foundation Stage 'Tapestry' is the platform used for each child's online journal. Parents/carers can post and communicate with the class teacher through this platform.
- The progress of children with an EHCP is formally reviewed at an Annual Review with adults involved with the child's education.
- IEPs are reviewed termly to ensure progress is being made for individuals and shared with parents/carers to request your views.
- The website is kept up to date with community events and information on how to access further support.

Who to contact for further information

- Your first point of contact should be the class teacher.
- A member of the Inclusion Team is available by appointment to discuss your child's progress and to talk about concerns that you may have.
- All outside agencies who work with your child are available for you to meet and you will also receive information in the form of a report if they have carried out any formal assessments.
- The Assistant Headteacher for Inclusion is Mrs Claire Taylor (her role within this is the SEN Co-ordinator/SENCO). The contact number for the Inclusion Team is 020 8345 6055.

Who to contact to make a complaint

Please see our school's [Complaints Policy](#).

Our offer to children with special educational needs and disabilities was updated January 2026. It will be reviewed January 2027.