Brettenham SEND Information Report 2026-2027

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 for children aged 3 to 11 years. We are proud of our diverse school community and celebrate the many cultures, languages and backgrounds represented within it. We are committed to providing a caring, inclusive environment where every child feels valued, supported and able to thrive. We work closely with families to ensure all children receive high-quality teaching, care and support that promotes both their learning and emotional wellbeing, helping them to achieve their full potential.

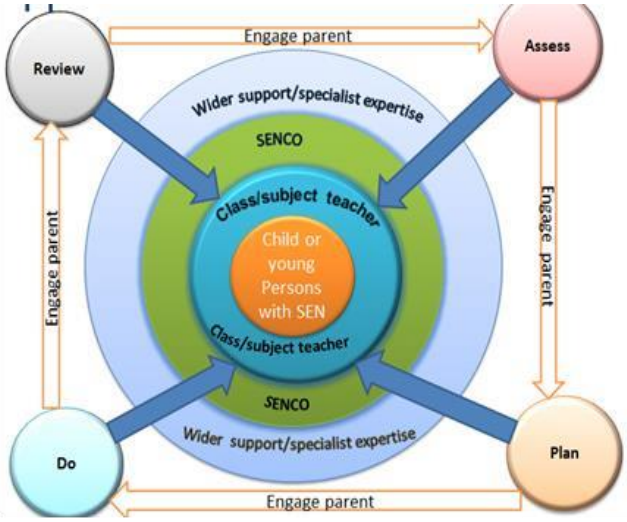
Our Ofsted rating

Our current **Ofsted report** is 'Good'.

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

- We regularly check how well children are progressing in their learning and wellbeing.
- Teachers and the Inclusion Team work together to identify any child who may benefit from extra support.
- Any additional support is reviewed regularly to make sure it is helping your child.
- We work closely with families and keep parents informed about their child's progress.

- When needed, we work with specialist professionals to ensure children receive the right support at the right time.
- If you ever have concerns about your child's progress or wellbeing, please speak to their class teacher or a member of the Inclusion Team. We are always happy to help.



Common barriers to learning

Every child is different and learns in their own way. Sometimes children may face challenges that make learning, communication, friendships or daily school life more difficult. These challenges may be short-term or long-term.

Children may have needs in one or more of the four areas of SEND. We take the time to understand each child's strengths and needs, working closely with families and other professionals where needed.

By identifying needs early and providing the right support, we aim to help every child feel confident, make progress and enjoy school.

The four broad areas of SEND are:

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

At Brettenham, the most common area of need is Communication and Interaction. Strong communication skills are vital for learning, social relationships and emotional wellbeing.

We work closely with families and specialist services, including ECASS, the NHS Speech and Language Therapy Service, and the Enfield Advisory Service for Autism (EASA), to ensure children receive the right support, as early as possible, so they can thrive in 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?

- Teachers use high-quality, inclusive teaching to help all children learn and achieve.
- Lessons are adapted to build on each child's strengths and support their individual needs.
- Support may include flexible groupings, technology, practical resources, scaffolding, and communication-friendly classrooms.
- We use evidence-based teaching approaches to ensure all pupils can access learning and make progress.

Our provision offer then extends to:

- Additional support and targeted interventions to help children achieve their full potential.
- Individual targets and support plans, developed with families and reviewed regularly to celebrate progress and identify next steps.
- Support from Teaching Support Assistants (TSAs), who work alongside teachers to provide small-group or individual support while encouraging independence.
- Education, Health and Care Plans (EHCPs) for children with more complex needs, ensuring support is coordinated across education, health and care services.
- Advice and support from specialist professionals, helping us to meet your child's individual needs and provide appropriate resources and strategies.
- Regular monitoring of progress by the Inclusion Team to ensure support remains effective and responsive to your child's needs.

- At Brettenham we have key members of staff who lead our key interventions:
    - Part-time 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.
    - An SEND Lead Teaching Assistant (Ms Mears-Greene) and TSAs (Mrs Kathija Hussari and Sibel Aktasoglu) 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 Teaching Support Assistant, Yolanda Chappell who leads Speech and Language Interventions and delivers mentoring sessions.

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

- We ensure staff receive regular training so they have the skills and knowledge to support all pupils, including those with SEND.
- Teachers work closely with support staff and the Inclusion Team to identify and meet each child's individual needs.
- School resources and funding are carefully planned to provide the right support for pupils who need it.
- We work with a range of external professionals and services to access specialist advice and support when needed.
- We regularly review interventions and support programmes to ensure they are helping children make progress.
- Where additional support is required, we can seek further advice and assistance from the Local Authority and other services.

Medical

- The Welfare Team works with families and relevant professionals to develop and review individual healthcare plans where required.
- Parents can contact the Welfare Team at any time to discuss medical needs, seek advice, or request support from other agencies.
- All medication is safely managed and recorded by the Welfare Team.
- All support staff are trained in Emergency First Aid, with designated staff holding additional First Aid at Work or Paediatric First Aid qualifications.
- Staff receive annual training in the management of medical conditions such as asthma, epilepsy and anaphylaxis, with additional specialist training provided where required, including diabetes management.

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, we value and listen to pupils' views, helping them to develop confidence, self-esteem and a sense of belonging.
- Pupils contribute to the setting and review of their individual targets and support plans.

- Pupils are encouraged to attend and contribute to their EHCP Annual Review.
- Regular pupil interviews help us understand pupils' experiences and their understanding of the curriculum.
- Pupils are taught our school values and are encouraged to share any concerns with trusted adults, including members of the Inclusion and Safeguarding Teams.
- External professionals gather pupils' views as part of their assessments and support planning.

Support provided to develop independence and prepare children for adulthood:

- We encourage all pupils to develop independence through personalised strategies and resources.
- Learning is scaffolded to enable pupils to complete tasks with increasing understanding and independence.
- Pupils are supported to develop their self-help and life skills across the school day.
- Speech and language programmes and targeted groups help pupils develop effective communication skills and prepare for key transitions, including secondary school.
- We work with a range of external agencies to provide additional mentoring and support where needed.

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 has an individual Personal Education Plan (PEP), which is reviewed termly with parents/carers and all professionals involved in supporting the child, including the Advisory Teacher for Children in Care, Enfield Virtual School, the HEART Team, and Social Care.
- **Pupil Premium Plus (PP+)** funding is available for children in care and is managed by the Virtual School. It is used to provide targeted support that promotes educational achievement, emotional wellbeing and positive outcomes.
- 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

Staff training needs are identified through the School Improvement Plan and linked to the needs of our pupils.

This academic year, our key focus is Speech, Language and Communication, reflecting the greatest area of need identified within our school community.

In addition to in-house training delivered by the Inclusion Leader/SENCO, staff benefit from specialist training provided by external professionals, particularly the Speech and Language Therapy Service. This includes training on areas such as Developmental Language Disorder (DLD) and Autism.

We also work closely with our named NHS Speech and Language Therapist, who delivers support and interventions for pupils whose EHCPs specify speech and language provision. Staff have opportunities to work alongside the therapist, developing their knowledge, skills and confidence in supporting individual pupils 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 need's basis.

Access to our school environment

The ground floor of the school is wheelchair accessible via two entrances; however, the first floor is not currently accessible by wheelchair. Classrooms and corridors are well lit, free from clutter, and designed to provide a safe and accessible learning environment. All classrooms are equipped with interactive whiteboards and visualisers to support teaching and learning.

How we prepare for children joining and leaving our school

If your child is joining the school:

- Carry out a home visit where appropriate.
- Offer families a tour of the school and the opportunity to meet key staff before their child starts.
- Arrange transition meetings with previous settings to share information and plan additional support where needed.
- Provide a personalised transition plan for children who may require additional support.
- Arrange for a member of the Inclusion Team to visit your child in their current setting, where appropriate.

If you 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.

To support a successful transition to secondary school, we:

- Work closely with receiving secondary schools to share relevant information and discuss pupils' individual needs.
- Provide targeted support and interventions, where appropriate, to help pupils prepare for the transition, including programmes to develop communication, social and independence skills.
- Encourage pupils to attend transition and taster days offered by their new school.
- Arrange additional visits and personalised transition support for pupils who may benefit from further familiarisation with their new environment.

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/cares 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/carer to request your views.
- The website is kept update 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.