



**Broomfield School**  
**SEN Information Report & Inclusion Provision Map**  
**Last Updated: October 2019**

**Key Information:**

**Assistant Head Teacher for Inclusion & SENCO: Jo Fox**  
**SEN Governor: Sam Murray**

**SEN Policy Last Updated: October 2019**

As with Broomfield School's SEN Policy, the contents of this document are designed to reflect the expectations of the most recent SEN Code of Practice (2015). This document will be updated according to any subsequent changes made to legislation regarding SEND Provision.

The SEND Code of Practice 2015 recognises that children's needs and requirements fall into four broad areas:

- **communication and interaction,**
- **cognition and learning,**
- **social, emotional and mental health difficulties,**
- **sensory and/or physical needs.**

**The following document outlines provision available to all pupils with Special Educational Needs and/or Disabilities at Broomfield School.**

This provision is divided into the following categories with support divided into the four categories of need identified within the SEN Code of Practice (2015):

- Transition into Year 7,
- Wave 1 – 3 Provision for Key Stage 3 (Y7-9),
- Wave 1 – 3 Provision for Key Stage 4 (Y10-11),
- Transition to Post-16,
- Links to External Agencies.



## SEN Information & Provision Map

### Transition into Year 7 from another school

- Visits will take place to primary schools regarding needs, guidance, welfare and specific information about pupils.
- Attendance at pre-entry review meetings at Primary Schools.
- Whole of Year 6→7 Induction Day in summer term and Year 6 Parent/Carers' Enrolment Evening.
- SEN and Single Entrants additional Transition Day with specific activities designed to support SEN entrants, e.g. with navigation or the school / awareness of key staff, etc.
- Inclusion staff to facilitate additional visits for specific/vulnerable pupils as needed.
- Individual parental visits with pupils.
- Liaison with other professionals such as Primary Behaviour Support Service and Social Care.
- Planning meetings with external agencies, for example, Educational Psychology Service in the summer term.
- Year 7 Parent/carers' evening in early October.
- Time spent with Year 7 pupils from previous year.



	<b>Cognition &amp; Learning</b>	<b>Communication &amp; Interaction</b>	<b>Social Emotional and Mental Health</b>	<b>Sensory and/or Physical Medical Conditions</b>
<b>Wave 1</b>	<ul style="list-style-type: none"> <li>• High expectations</li> <li>• High Quality Teaching..</li> <li>• Clear SMART Targets in place (achievable)</li> <li>• Differentiated teaching and planning in all curriculum subjects.</li> <li>• Consistent standardised testing used to monitor progress.</li> </ul>	<ul style="list-style-type: none"> <li>• High expectations</li> <li>• High Quality Teaching.</li> <li>• Clear SMART Targets in place (achievable).</li> <li>• Differentiated teaching and planning in all curriculum subjects.</li> <li>• Consistent standardised testing used to monitor progress.</li> </ul>	<ul style="list-style-type: none"> <li>• High expectations.</li> <li>• High Quality Teaching.</li> <li>• Clear SMART Targets in place (achievable).</li> <li>• Differentiated teaching and planning in all curriculum subjects.</li> <li>• Consistent standardised testing used to monitor progress.</li> </ul>	<ul style="list-style-type: none"> <li>• High expectations.</li> <li>• High Quality Teaching.</li> <li>• Clear SMART Targets in place (achievable).</li> <li>• Access arrangements e.g. seating plan / closer to teacher for VI / HI pupils.</li> <li>• Enlarged print for VI.</li> </ul>
<b>Wave 2</b>	<ul style="list-style-type: none"> <li>• 1 to 1 or small group additional Literacy / Numeracy teaching via Ruth Miskin (Fresh Start programme).</li> <li>• Rapid plus Reading Programme.</li> <li>• English as an Additional Language additional classes for new arrivals to the country.</li> <li>• Homework support (daily).</li> <li>• Lunch club (daily).</li> <li>• In-class support (TA, Higher Level Teaching Assistant or Teacher).</li> <li>• Dynamic Tutor groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Tutor time activities and assemblies.</li> <li>• Access to Speech and Language advice and support where identified.</li> <li>• Writing aids.</li> <li>• In-class support.</li> <li>• Social skills group with HLTAs.</li> <li>• Speech and Language Interventions by trained staff.</li> <li>• Toe-by-Toe Dyslexia group.</li> <li>• Visual timetables.</li> <li>• Keyworker.</li> <li>• Following of Behaviour for Learning Policy.</li> <li>• Focus-Me Intervention Group (self-regulation and emotional literacy).</li> <li>• CASPARI Art</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 or small group sessions Resilient Me, Focus Me and Managing Me small group intervention programmes addressing various SEMH needs.</li> <li>• Pastoral Support Plans.</li> <li>• Personalised timetables/curriculum.</li> <li>• School Counsellor.</li> <li>• Keyworker.</li> <li>• Following of Behaviour for Learning Policy.</li> <li>• Rewards System – achievement points, celebration assemblies, Rewards Raffle.</li> <li>• Anti-Bullying mentors.</li> <li>• CASPARI Art Therapy.</li> </ul>	<ul style="list-style-type: none"> <li>• Care plans and risk assessments.</li> <li>• If needed Inclusion staff will liaise with the Hospital and Home tuition service.</li> <li>• Some in-class support may address health and safety or access issues.</li> </ul>



		Therapy group.		
<b>Wave 3</b>	<ul style="list-style-type: none"> <li>• SEN Support Plans (SMART target led).</li> <li>• Specialist intervention via external agencies (Educational Psychology Service).</li> </ul>	<ul style="list-style-type: none"> <li>• SEN Support Plans (SMART Target led).</li> <li>• Specialist intervention via external agencies (Educational Psychology Service).</li> </ul>	<ul style="list-style-type: none"> <li>• External agencies e.g. CAMHS.</li> <li>• 1:1 Behaviour Support Service mentors.</li> </ul>	<ul style="list-style-type: none"> <li>• Specific physiotherapy or occupational therapy programmes may be offered.</li> <li>• Specialist intervention via external agencies</li> </ul>
<b>Key stage 4</b>	<b>As above plus:</b>	<b>As above plus:</b>	<b>As above plus:</b>	<b>As above plus:</b>
	<ul style="list-style-type: none"> <li>• 1 to 1 or small group additional Literacy / Numeracy teaching – Subject specific revision sessions.</li> <li>• Holiday Revision classes.</li> <li>• Lunch club – subject revision sessions.</li> <li>• Work experience.</li> <li>• Dynamic tutor groups, subject specific.</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted tutor time activities and assemblies.</li> <li>• Work experience.</li> <li>• Careers advice, including specialist SEN Advisor.</li> <li>• Holiday Revision classes.</li> <li>• Lunch club – subject revision sessions.</li> <li>• Dynamic tutor groups, subject specific.</li> </ul>	<ul style="list-style-type: none"> <li>• Personalised timetables/curriculum.</li> <li>• Prefect duties.</li> <li>• EAL mentors.</li> <li>• Year 10 Social Skills group.</li> <li>• Holiday Revision classes.</li> <li>• Lunch club – subject revision sessions.</li> <li>• Work experience.</li> <li>• Dynamic tutor groups, subject specific.</li> </ul>	<ul style="list-style-type: none"> <li>• Holiday Revision classes.</li> <li>• Lunch club – subject revision sessions.</li> <li>• Work experience.</li> <li>• Dynamic tutor groups, subject specific.</li> </ul>
<b>Wave 2</b>	<ul style="list-style-type: none"> <li>• Access arrangements if required.</li> <li>• Support Studies in place of one GCSE Option.</li> <li>• Alternative qualifications as appropriate .</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 Senior Leadership Team Mentoring.</li> <li>• Access arrangements if required.</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 Senior Leadership Team Mentoring.</li> <li>• Access arrangements if required.</li> </ul>	<ul style="list-style-type: none"> <li>• Access arrangements if required.</li> </ul>
<b>Wave 3</b>	<ul style="list-style-type: none"> <li>• Alternative provision transfer consideration and support if requested (<i>only in significant cases of need</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Advice from external agencies.</li> <li>• Alternative provision transfer consideration and support if requested (<i>only in significant cases of need</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Alternative provision transfer consideration and support if requested (<i>only in significant cases of need</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Alternative provision transfer consideration and support if requested (<i>only in significant cases of need</i>).</li> </ul>



### **Transition to Post 16 Education**

- Early Careers Interview.
- SEN Specific Careers Advisor..
- Additional guidance and support as to Post 16 options
- Support with Sixth Form/College/Apprenticeship applications

### **Partner Agencies**

- Educational Psychology.
- SBSS (Secondary Behaviour Support Service).
- Educational Welfare Service •.
- Enfield Business Partnership (Work placements).
- Connexions (Careers Advice).
- Speech and Language Service.
- Occupational therapy.
- Physiotherapy.
- Youth Offending Team.
- CAMHS (Children and Mental Health Services).
- Enfield Parent Partnership.
- Home and Hospital Teaching Service.
- Pupil Referral Units.
- Special School Outreach Service.
- Enfield Virtual School for Looked After Children.
- Disability database.

All Broomfield School Inclusion and SEN Provision is underpinned and supported by London Borough of Enfield's Local Offer which can be found at the following link:  
[www.enfield.gov.uk/SEND](http://www.enfield.gov.uk/SEND)



	<b>Cognition &amp; Learning</b>	<b>Communication &amp; Interaction</b>	<b>Social Emotional and Mental Health</b>	<b>Sensory and/or Physical Medical Conditions</b>
<b>Wave 1-3 additional support for Years 7-9</b>	<ul style="list-style-type: none"> <li>• High expectations.</li> <li>• High Quality Teaching.</li> <li>• Clear SMART Targets in place (achievable).</li> <li>• Differentiated teaching and planning in all curriculum subjects.</li> <li>• Consistent standardised testing used to monitor progress.</li> <li>• Writing frames, scaffolding and key word banks.</li> <li>• 1 to 1 or small group additional Literacy / Numeracy teaching via Ruth Miskin (Fresh Start programme)</li> <li>• Rapid Plus Reading Programme</li> <li>• Intensive English as an Additional Language induction programme for new arrivals into the country.</li> <li>• Homework support (daily).</li> <li>• Lunch club (daily).</li> <li>• In-class support (TA, Higher Level Teaching Assistant or Teacher).</li> <li>• Dynamic Tutor groups.</li> <li>• SEN Support Plans (SMART Target led).</li> <li>• Specialist intervention via external agencies (Educational Psychology Service).</li> </ul>	<ul style="list-style-type: none"> <li>• High expectations.</li> <li>• High Quality Teaching.</li> <li>• Clear SMART Targets in place (achievable).</li> <li>• Differentiated teaching and planning in all curriculum subjects.</li> <li>• Tutor time activities and assemblies.</li> <li>• Access to Speech and Language advice and support where identified</li> <li>• Writing aids.</li> <li>• In-class support.</li> <li>• Social skills group with HLTAs.</li> <li>• Speech and Language Interventions by trained staff.</li> <li>• Toe by Toe Dyslexia group.</li> <li>• Visual timetables.</li> <li>• Following the Behaviour for Learning Policy.</li> <li>• Focus Me Intervention Group (self-regulation and emotional literacy).</li> <li>• CASPARI Art Therapy group.</li> <li>• Lunch clubs.</li> <li>• Advice from external agencies.</li> </ul>	<ul style="list-style-type: none"> <li>• High expectations.</li> <li>• High Quality Teaching.</li> <li>• Clear SMART Targets in place (achievable).</li> <li>• In-class support - Learning Support Assistant or teacher support.</li> <li>• 1:1 or small group sessions supported by BSS/EPS strategies.</li> <li>• Pastoral Support Plans.</li> <li>• Lunch club.</li> <li>• Personalised timetables/curriculum.</li> <li>• School Learning Centre.</li> <li>• School Counsellor.</li> <li>• Time-out card.</li> <li>• Following of Behaviour for Learning Policy.</li> <li>• Rewards System – achievement points, celebration assemblies, Rewards Raffle.</li> <li>• Anti-Bullying mentors.</li> <li>• External agencies e.g. CAMHS.</li> <li>• 1:1 Behaviour Support Service mentors.</li> <li>• Resilient Me, Focus Me and Managing Me small group intervention programmes addressing various SEMH needs.</li> <li>• CASPARI Art Therapy.</li> </ul>	<ul style="list-style-type: none"> <li>• Access arrangements e.g. seating plan / closer to teacher for VI / HI students.</li> <li>• Enlarged print for VI.</li> <li>• Care plans and risk assessments.</li> <li>• If needed Inclusion staff will liaise with the Hospital and Home tuition service.</li> <li>• Some in-class support may address health and safety or access issues.</li> <li>• Specific physiotherapy or occupational therapy programmes may be offered.</li> <li>• Staff are made aware of impairment implications and offer flexible teaching arrangements.</li> <li>• Support may be short, medium or long term to enable access to an inclusive mainstream placement.</li> <li>• Treatment and Medical room.</li> </ul>



<b>Wave 1-3 additional support for Years 10-11</b>	<p><b>As above plus:</b></p> <ul style="list-style-type: none"> <li>• 1 to 1 or small group additional Literacy / Numeracy teaching – Subject specific revision sessions.</li> <li>• Support Studies in place of one GCSE Option.</li> <li>• Coursework catch-up sessions.</li> <li>• Holiday Revision classes.</li> <li>• Lunch club – subject revision sessions.</li> <li>• Alternative qualifications as appropriate.</li> <li>• Alternative provision transfer consideration and support if requested (<i>only in significant cases of need</i>).</li> <li>• Work experience.</li> <li>• Dynamic tutor groups, subject specific.</li> <li>• Access arrangements.</li> <li>• Study support.</li> <li>• Learning periods.</li> </ul>	<p><b>As above plus:</b></p> <ul style="list-style-type: none"> <li>• Targeted tutor time activities and assemblies.</li> <li>• Year 10 Social Skills group.</li> <li>• Work experience.</li> <li>• Advice from external agencies.</li> <li>• Careers advice, including specialist SEN Advisor.</li> <li>• 1:1 Senior Leadership Team Mentoring.</li> </ul>	<p><b>As above plus:</b></p> <ul style="list-style-type: none"> <li>• Personalised timetables/curriculum.</li> <li>• Prefect duties.</li> <li>• EAL mentors.</li> <li>• Alternative provision.</li> <li>• Work placements.</li> <li>• 1:1 Senior Leadership Team Mentoring.</li> </ul>	
<b>Transition to Post 16 Education</b>	<ul style="list-style-type: none"> <li>• Early Careers Interview.</li> <li>• SEN Specific Careers Advisor.</li> <li>• Additional guidance and support as to Post 16 options.</li> <li>• Support with Sixth Form/College/Apprenticeship applications.</li> </ul>			
<b>Partner Agencies</b>	<ul style="list-style-type: none"> <li>• Educational Psychology.</li> <li>• SBSS (Secondary Behaviour Support Service).</li> <li>• Educational Welfare Service •.</li> <li>• Enfield Business Partnership (Work placements).</li> <li>• Connexions (Careers Advice).</li> <li>• Speech and Language Service.</li> <li>• Occupational therapy.</li> <li>• Physiotherapy.</li> <li>• Youth Offending Team.</li> <li>• CAMHS (Children and Mental Health Services).</li> <li>• Enfield Parent Partnership.</li> <li>• Home and Hospital Teaching Service.</li> <li>• Pupil Referral Units.</li> <li>• Special School Outreach Service.</li> <li>• Enfield Virtual School for Looked After Children.</li> <li>• Disability database.</li> <li>• Parent support groups.</li> <li>• Enfield Young Carers Project.</li> <li>• Social Care and Single Point of Entry Team.</li> <li>• Enfield Special Education Needs Panel.</li> </ul>			

End.

