

# **SEND Information Report**

Academic Year 2025-26



The SEND report is information about services and support for families within the school with children/young people aged 4 – 19 years with special educational needs and/or a disability.

## Our School Vision and Mission

- **Our Vision:** We believe in a world where everyone can flourish
- **Our Mission:** We're breaking down barriers for children and young adults in Enfield with special educational needs

West Lea School is an inclusive environment where everyone is welcome, no matter who they are or where they come from.

Catering for learners aged 4 to 19 with special educational needs, our four campuses – Meridian, Haselbury, Learning for Life and Horizon – equip children with a 'suitcase' of skills to help them progress on to further education and into the world of work. While the world provides many obstacles, we believe in tearing down walls and encourage each individual to reach beyond their realities, take risks and above all, believe in themselves.

To find out more about our school's vision and mission please click [here](#)

## Type of School

West Lea is one of five Special Schools in Enfield maintained by the Local Authority (LA).

West Lea is commissioned by the LA to provide special school-based education for learners with complex needs with an Education Health and Care Plan (EHCP). This identifies the education, health and care needs of the young person. Prospective pupils' EHCPs are sent to the school for consultation by the LA. Consideration is given to the learner's own needs, the needs of others in the school and the potential impact upon them.

The school caters for the needs of over 460 Early Years (from Reception age) children to Post 16 learners and offers special school provision based on separate campuses and sites for the different Key Stages across the borough of Enfield.

- **Meridian Campus** ('Taking Off'): Caters for learners from Reception to Year 6 across two sites
- **Haselbury Campus** ('Flying High'): Caters for learners in Years 7, 8 and 9 on one site
- **Learning for Life Campus** ('Soaring'): Caters for learners in Years 10 and 11 on one site (with the curriculum delivered both on and off site)
- **Horizon Campus** ('No Limits'): Catering for Post 16 learners (Years 12 and 13) on one site (with the curriculum delivered both on and off site)

### **Additional provision commissioned by the Local Authority and run by West Lea School:**

- A Supported Internship Programme which gives young people aged 16-25 the opportunity to work.
- A travel training programme which enables many young people in Enfield to travel confidently and independently.
- An Attendance Support Unit and Home Tuition service.

### **Our Extended Family:**

The challenges young people face in Enfield are too big for any one school to solve alone. That is why West Lea School has built an extended family: organisations that share our vision and open doors for young people. Two of the most important parts of this extended family are:

- The Enterprise Cooperative Trust (founded 2022): A not-for-profit foundation cooperative built on a bold idea: Education, charities, businesses and local government achieve more when they work together.
- The Learning for Life Charity (founded in 2014): Through its two charity shops, social enterprise projects and Access to Work-funded jobs coaches, the Learning for Life Charity provides young people with opportunities to learn new skills, grow in confidence and take their first steps towards independence and employment.

## **Where can the Local Authority's local offer be found?**

For information on Enfield's Local Offer please click [here](#).

## **How do we identify and assess learners' individual needs?**

All learners who attend West Lea School have an Educational Health and Care Plan (EHCP). This statutory document ([SEN Code of Practice](#)) sets out the learner's strengths, areas of need and the provision required to support the learner to successfully progress into adulthood. Personal EHCP Outcomes set out the broad targets which learners work towards as they progress through the school.

EHCPs are required to be reviewed annually (Annual Review) with any change to need, provision or outcomes made.

The school has a named SENCO (Special Educational Needs Coordinator) and a Pastoral Lead at each campus. They work closely with Class Teams to understand learner need and provision as detailed both in their EHCP and how they are presenting at school. The school also has a medical team with Senior Welfare Leads based at each campus.

The school also works closely with the NHS allocated Therapists (such as Speech and Language and Occupational Therapists) and other professionals (e.g. Physiotherapists, Teacher of the Deaf) to better understand level of need and adjust provision. The school also has access to additional support from a Clinical Psychiatrist who can assess and advise on need.

West Lea School prioritises the voice of the learner and their families and their voices contribute to understanding and identifying need, informing the decisions about them as individuals and as a school.



## What is our approach to teaching learners with SEND?

Everything we do starts with the learner, a thorough knowledge of them and a determination to meet their learning needs in a way that maximises their potential. We do this by developing strong relationships with learners, which are built on shared values.

All staff support and engage our learners with respect to effectively support their progress (both academic and personal) in preparation for the wider world. We do this by:

- being committed to high achievement, effective teaching and learning, and good relationships;
- listening to each other, celebrating each other's strengths, acknowledging development needs, and fostering a climate of kindness and co-operation;
- empowering our learners, giving them opportunities to participate in a more inclusive school, and in the wider community.
- delivering a broad and balanced curriculum which promotes learners' holistic development and enhances their self-esteem and resilience;

### All learners:

- are taught in small class groups of 10-15.
- have access to high quality ICT and assistive technology where needed
- are in classes that adapt and deliver the curriculum following one of three learning pathways best suited to the individual, however there may be cross over between the 3 in the classroom.

## How we adapt the curriculum and learning environment?

We aim to enable our learners to thrive in the adult world with an understanding of British life, able to participate in the community and with the knowledge and skills to be successful in relationships, in life and work.

Please find a link to our curriculum website pages [here](#).

### Through our curriculum we aim to:

- Prepare learners for adulthood and equip them with skills for life, supporting them to reach their full potential and gain employment wherever possible.
- Empower learners to have a voice, exercise choice and increase independence.
- Develop communication, reading and social skills to build relationships, friendships and support networks.
- Instil an understanding of the local, national and global community while promoting active citizenship.
- Encourage good mental and physical health and enable learners to stay safe and be able to regulate emotions.
- Develop knowledge and skills that promotes digital confidence, creativity, innovation and problem-solving.
- Promote kindness, consideration, resilience and responsibility in everything we do and learn.

**To do this we:**

- Provide a curriculum that is broad and balanced, motivating and fun.
- As a Communication Friendly School, all staff have been trained and supported to develop a learning environment that promotes communication and interaction (see more detail below)
- Provide first-hand, practical and creative opportunities, allowing for independence and choice.
- Provide pathways that prepare learners for adulthood through targeted progression routes, including opportunities for training and employment.
- Personalise learning matched with learners' interests, achievements and abilities.

To find out more about our curriculum please click [here](#).

**Key focus on Communication:**

The school is a communication and emotion friendly environment, and we value all forms of communication. We provide opportunities for building language and communication skills for all learners by providing a supportive environment with positive relationships at its core.

Opportunities are created for language and communication across a broad and creative curriculum, enabling learners to develop their oracy skills, learn through talk and be able to self-advocate for themselves. We work closely with families so that they can support language and communication development at home and help prepare our young people for adulthood.

Core language and communication strategies are embedded into the daily learning environment for learners in the classroom and across the school, to boost their skills in processing language and expressing themselves effectively. This enables learners to access learning and to consolidate and generalise academic, practical, and social information in a more functional way. We support learners to identify and use the communication strategies that they require to be independent and communicate effectively, so they can enjoy active and rewarding lives in their local communities.

Staff are supported by our Speech and Language Therapy (SALT) team to agree core language and communication strategies and identify the most suitable strategies to support a learner's needs within the classroom. The therapist will work with class teams to support implementation of strategies and interventions. Where appropriate, the SALT team provide Enhanced input and support so that staff can provide 1:1 or small group interventions for a set period, to target specific language and communication needs.

The school also provides a broad range of high-quality enrichment activities including residentials and other skills-based services to motivate, engage and further develop our students, supporting them on their pathway to further education and employment.

### Knowing our Learners:

Class Teams and adults working with learners have access to all the information which helps them to 'know their learners' and deliver quality first teaching (what is put into place day to day to meet learner need)

- **Individual Pupil Profiles:** Includes Summary of Need and Diagnosis, strengths and motivators, current EHCP outcomes and the Quality First Teaching Strategies which support and enable each learner to thrive when at school. Profiles are updated once a year and as need and provision changes (e.g. following specialist input) within the year.
- **Learner Personal Learning Plans (LPLP):** LPLPs are like an Individual Education Plan. LPLPs set out the short-term targets that learners work towards throughout the academic year. LPLPs are linked to the learners' wider EHCP outcomes. LPLPs are co-produced and reviewed with families three times a year.
- **Academic Data:** Access to academic data which details current attainment (captured three times a year) and progression over time.
- **Pastoral Data:** Access to pastoral data which details attendance, behaviours (e.g. achievement points) and contextual data (e.g. LAC, Pupil Premium)

### Working with other professionals:

The school collaborates with other professionals to ensure that staff working with learners can access the curriculum and make progress within their class setting. These professionals work closely with class teams, Campus SENCOs, Campus Pastoral Leads and the school's medical team:

- Speech and Language Therapy Service: Providing Core (whole class) and Enhanced (individual) support and advice.
- Occupational Therapy: Providing Core (whole class) and Enhanced (individual) support and advice.
- Educational Psychology Service: Providing advice and access to further assessment of need.
- Physiotherapy Service: Set up and review of programmes, support to class teams to deliver these programmes.
- School Nurse: Set up and review of Care Plans. Support provided to staff.
- CAMHS (Child and Adolescent Mental Health Services) and related services.

In addition, the school also directly commissions additional therapeutic support (where need is identified). These include Art, Music and Drama Therapy.

## How do we check learner progress towards outcomes?

Our curriculum aims to enable our young people to thrive in the adult world with an understanding of British life, able to participate in the community and with the knowledge and skills to be successful in relationships, in life and in work.

We help our learners acquire the knowledge, skills and experiences they need to achieve physically, emotionally, socially and academically so they can enjoy active and rewarding lives in their local communities. We define these outcomes as 'Flourishing'.

## What we mean by 'holistic' progress and the 'learning journey':

As such, it is important for the school to have a framework which captures the 'holistic' progress of all learners so that both their academic and personal (Preparing for Adulthood – PFA) progress are captured.

We call this the 'Learning Journey'

Assessing holistic progress is central to supporting our learners to achieve their potential, to flourish. By doing so, all stakeholders can understand where learners are on their journey and how much progress they are making over time. This can then be used to support each learner at the next stage of their learning journey as they progress through school and into adulthood.

## ASSESSING ACADEMIC PROGRESS:

- West Lea School captures core curriculum summative data three times a year.
- This data gives a current subject 'working level' for each learner which is tracked across the year. This data is recorded on the school's MIS (Management Information System). Data is used by staff to monitor the achievement of pupil cohorts, identify where further support/intervention may be required, and to implement the next steps as a result.

### Learners up to the end of Key Stage Three (Reception-Year 9):

- Are assessed against the West Lea Stage Descriptors. West Lea Stage Descriptors have been written to reflect the Early Years and National Curriculum framework. They range from Stage 1 to Stage 15, with each stage subdivided into E/D/S (emerging/developing/secure).
- Core (English, Phonics and Maths) data is captured three times a year with other subjects (Science, Humanities and Personal Development) captured twice a year
- Assessment of Phonics uses the 'Little Wandle' program, adapted to include E/D/S so that smaller steps of progress can be measured
- Learners up to the end of Key Stage three are also set 3 academic LPLP (Learner Personal Learning Plan) academic targets (Reading, Writing and Maths) which are reviewed three times a year with the learner and their family.
- **Learners in the Reception Class** are additionally assessed against the Early Years Framework (EYFS). They are baselined in October and assessed again in January and May when a profile for each learner is submitted to the local authority and reported to families.

All learners who join the school after the 1<sup>st</sup> September are baselined and set working levels within 6 weeks.

### Learners from Key Stage 4 and Post 16:

- Are assessed against the national qualification framework (Pre-Entry Level to Level 2/GCSE). 'Working Levels' are captured for English and Maths three times a year.
- Learners taking a qualification are also given a 'Registration Level' which is used to inform and track progress across the year.
- All other qualifications (e.g., Science, Humanities, and Vocational) are tracked across the year (e.g., unit tracking sheets).
- All qualifications achieved are recorded, reported and used to inform the next stage of the learner's journey.

All learners who join the school after the 1<sup>st</sup> September are baselined and set working levels within 6 weeks.

## ASSESSING PERSONAL DEVELOPMENT:

### EHCP Outcomes:

- Every learner at West Lea has an Educational Health Care Plan (EHCP). This is a legal document which describes a child or young person's (aged up to 25) special educational needs, the support they need, and the outcomes they would like to achieve.
- Progress towards EHCP outcomes is reviewed annually at Annual Review. Class teachers grade and comment on progress, and a report is generated to both celebrate progress and inform and support any adjustments needed to these outcomes. Reviews of LPLP targets provide additional evidence on progress towards EHCP Outcomes.

### Learner Personal Learning Plans (LPLP's):

- Learner Personal Learning Plans (LPLPs) set out the Personal Development targets that learners are working towards throughout the academic year.
- LPLP targets are informed by learners' EHCP outcomes and to support the learner's preparation for adulthood (PFA). LPLP Targets are set for:
  - Communication
  - Personal Development – Relationships
  - Personal Development – Health and Wellbeing
  - Personal Development – Living in the Wider World
  - Learner Led Target
- LPLP Targets are co-produced and reviewed with families at 'Progress Meetings' which take place three times a year (October, February and June).

## How do we enable learners with SEND to engage in activities who do not have SEND?

We work closely with local colleges (such as Capital College Enfield and Capel Manor College) who provide opportunities for our learners to study areas of the curriculum on their sites. This is built into the curriculum for all learners from Year 10 onwards. This gives our learners the experience of college life and enhances their place in the community as well as developing their academic and social skills.

We work closely with local businesses and community groups to provide our Key Stage 4 and Post 16 learners with meaningful workplace opportunities such as manufacture, hospitality and site work. This is built into the timetable, typically a day a week over a half-term or term per academic year. Learners from Reception to Year 9 have a series of 'employer encounters' built into their Personal Development Curriculum. Typically, this is either delivered through trips to employers or businesses visiting the school.

The school has set up a non-for-profit cooperative trust called the 'Enterprise Cooperative Trust'. The trust is made up of like-minded schools and organisations and provides all children and young people in Enfield with opportunities and skills that set them up for lifelong success. More detail can be found [here](#).



## How will my child be included in activities outside the classroom?

We believe that enrichment and extracurricular activities are an essential part of school life, providing young people with experiences that broaden their horizons and enrich their lives.

As a fully inclusive school, all learners participate in whole school, curriculum and off-site activities. The extent to which each learner participates, and the levels of support received will vary between learners and across time, but we differentiate the activities and expectations to enable all learners to take part.

Families are asked to give generic permission for their child to participate in activities in support of the curriculum i.e., a visit to a local church or shop. All learners engage in travel training activities, pitched at their level, to promote independence as much as possible.

The school has a highly ambitious programme of residential with an aim that **all** learners should experience life away from home. Learners start their residential journey in Primary with sleepovers and continue through the school by taking part in a residential at different Key Stages, both in the UK and abroad.

More detail on Enrichment activities can be found [here](#).

## How do we consult with families?

The school believes that families have a right to be viewed as partners in the education of their child by being given access to staff involved in their child's learning environment. This is achieved through:

- Operating an 'open door' policy for families to meet face to face with Class Teachers and Teams or Senior Staff (as appropriate) to help to positively discuss and resolve any issues at as early as possible.
- **Class Teams provide regular communication** through home/school planners, weekly emails and face to face/online catchups.
- Each Campus publishes a weekly '**Spotlight**' newsletter which is sent to all families
- The school publishes a termly newsletter which is sent to families and community partners and stakeholders.
- The school website provides families with access to key information about the school such as important dates, contacts and statutory information.
- Progress Review Meetings take place three times a year (October, February and June). These are important meetings at which:
  - Learner Personal Learning Plan (LPLP) targets are co-produced and reviewed.
  - Progress and attainment data is shared (e.g., current working levels, qualification level at Key Stage onwards)
  - Feedback and discussion on provision.
  - Transition is discussed and prepared for (e.g., moving between campuses or into further education)
- Person Centred Annual Reviews take place once a year. Families are encouraged to invite family, friends and professionals to attend the Annual Review, to discuss what they like and admire about their child, what's working, what's not working, and formulate an action plan.

- Regular consultation through online surveys at review days and on specific matters (curriculum, blended learning etc.)
- **Support for families:** The school benefits from the services of our own Parent Support Advisor. This allows us to offer families access to a range of services and events including ESOL (English for Speakers of Other Languages) and IT literacy courses, support to access services and advice and access to a community peer group through weekly coffee mornings and activities. More detail can be found [here](#).

## How do we consult with learners and involve them in their education?

Everything we do in school endeavours to promote the well-being of all the learners, and our approach is child centred. The Student Council provides the children and young people with a forum within which to discuss the school and offers feedback to the Senior Leadership Team and Governors, to influence the school and its development.

We support learners to have a voice in decisions which affect them and have an impact on their own lives. We work together regularly to ensure we understand our learners' needs, seeking additional, external support where necessary, to support them to have an impact on their own lives:

- **Annual Review:** All learners are encouraged and supported (e.g. using 'talking mats and other communication strategies) to give their views during the Annual Review process (the 'All About Me' section) and to support the review of EHCP outcomes.
- **LPLP targets** (Learner Personalisation Plans): Class Teams involve learners in the production and review of LPLP targets, in particular the 'Learner Led' target.
- **Curriculum feedback and choices:** the school intentionally seeks the views of learners on the curriculum (e.g., what they enjoy, what would they like to more of). This is included in the curriculum planning and review cycle. As they move into KS4 and Post 16, learners are given choices and supported to make informed decisions on what they would subjects or activities they would like take part in (e.g., vocational choices in school and at college, work experience placements, volunteering opportunities as part of their Duke of Edinburgh Award)
- **School Council:** There is an active School Council at which all phases of learners are represented. Student Voice is planned for in lessons, and these views are then taken to campus and whole school representative meetings by learners. They influence school changes.

Student Voice opinions are also sought through confidential questionnaires and all learners are strongly encouraged to express themselves appropriately and as such confidential 1:1 supervision between key staff and individual learners can be held on a needs led basis to enable them to appropriately voice their personal / individual thoughts, opinions and/or issues.

Learners are encouraged to exercise choice throughout their journey, and they are supported by staff to select vocational 'options' at KS4 and KS5. Their post 16 curriculum is tailored and personalised based on this in-depth consultation and their areas of interest. Employer encounters and our life and work curriculum provide students with early exposure to the world of work, helping them understand different job roles and the skills employers value. Employer encounters from KS3 can spark curiosity, broaden aspirations by linking classroom learning to real-life careers.

## How do we support learners in preparing for adulthood?

This is a key area which West Lea works on from the learner's initial entrance to the school. This involves:

- Independent travel-training when appropriate, and teaching travel skills from primary.
- Life and work skills being taught systematically and working towards PFA outcomes, from primary through to post 16. This is delivered in the curriculum through the ['Personal Development'](#) Domain.
- Learners are set PFA targets through their Learner Personal Learning Plan (LPLP).
- Opportunities for enrichment such as trips and residential stays.
- Impartial careers advice provided by an independent Careers Adviser (at key transition points).
- Work tasters and work experience for all KS4/5 learners, facilitated by experienced job coaches to prepare pupils for the world of work.
- Access to internal work opportunities through our social enterprises (charity/eBay shops, coffee cart, furniture upcycling etc).
- Link college days at KS4 and Post 16 where learners access vocational tasters to support the transition into Post 16 and FE.
- Supported Internship Programme offering a pathway to employment for young adults between 16-25.
- 'Independence passports' up to key stage 3, act as a motivational tool, supporting learners to become as independent as possible, culminating in an annual graduation ceremony. At Key Stage 4 learners use 'Skills Builder' as a framework to develop independence and build skills to help them transition into independent living and work. To find out more about Skills Builder please click [here](#).

Overarching targets are discussed and set during the Person-Centred Annual Review Process and these are then broken down into smaller achievable steps by teachers termly through the Learner 'Personal Learning Plan' (LPLP). Targets are discussed and reviewed on a termly basis through our Family/Carer & Teacher 'Progress' meetings. Targets are threaded through all aspects of the curriculum at each key stage from Early Years to Post 16.

## How do we support learners with SEND to improve their emotional and social development?

Pastoral, medical and social support is offered to learners. Whilst we create an environment within which children are healthy and safe, we acknowledge the need to provide them with the knowledge, skills, language, strategies and dispositions to gradually share and eventually take over these responsibilities for themselves, to whatever extent possible.

Some learners may never be able to take complete responsibility for their lives. However, they do have a right to learn and understand as much as they are able about the issues covered within our PSHE/RHE/RSHE curriculum, promoting wellbeing and the entitlement of every child and young person.

Our ethos focuses on how we model and teach young people the values, language, strategies and skills to develop the supportive relationships that are essential for a physically and emotionally safe learning culture. We teach the strategies and skills young people need to ask for help for themselves or others.

## **What expertise and training do our staff have to support learners with SEND?**

All staff are appropriately qualified (or undergoing accredited training such as working towards QTS -qualified teacher status) to fulfil their designated duties, with a significant majority having considerable experience in the SEND specialist field. Staff training and development is given high priority across the whole school.

All staff at the school have a developing programme of training, which is focused on supporting the learners. All our staff have thorough induction training followed by ongoing professional development opportunities throughout the year.

Each campus has a SENCO (Special Educational Needs Coordinator)

All learner contact staff receive regular awareness raising / training in:

- Safeguarding & Child Protection related issues (including PREVENT & CSE)
- Health & Safety related issues

In addition, all Teaching & Learning staff receive regular awareness raising / training in the latest:

- Curriculum developments / requirements
- Appropriate strategies to support learners with the Quality First Teaching (QFT) strategies which best support learners to progress.
- Assessment and progress tracking methodologies.

In addition to the above, a range of ongoing training is provided according to need / designation (i.e., safeguarding, H&S, first aid, role specific skills, systems, etc.).

Some Teaching Assistants are specifically trained to work with individuals who have a hearing impairment or visual impairment and have received very specific training from specialist teachers and outside agencies.

All staff members are trained specifically in de-escalation strategies to promote positive behaviour management.

## **How will we secure equipment and facilities to support learners with SEND?**

As a special school, the resources we have available to us are focused on pupils with special educational needs. All our school buildings are fully accessible. We also look to enable the environment to be supportive of pupils' communication needs.

The school uses its own budget to provide the majority of resources and facilities that are needed. Some specific resources come via other agencies i.e. equipment such as standing or walking frames, communication devices and mobility aids. Sometimes the schools will secure resources through making applications to charitable organisations.

### **Building developments:**

**Meridian (Reception and Primary)** – our sites at Dyson's Road and Springfield have been fully refurbished to ensure the buildings, facilities and grounds meet the needs of our pupils.

**Haselbury (KS3, Years 7-9)** – has seen significant investment to re-build and re-model the existing facilities. This has enabled the school to accommodate more pupils (especially at Secondary Transfer), whilst also providing up to date facilities.

**Learning For Life (KS4, Years 10&11)** – Recent building works at our Laurel Park site (2024/25) has given increased capacity at Key Stage 4 to accommodate additional numbers moving from Key Stage 3.

**Ponders End (Post 16)** – our site in Ponders End (Post 16) has now been re-developed in partnership with London Borough of Enfield and is now open for use. This has given us the capacity to offer a two-year 6<sup>th</sup> Form for all learners choosing to stay at West Lea after Year 11. This site also accommodates our 'Junior Internship' cohort which in turn frees up capacity at our St. Mary's site for our 'Senior Internship' provision.

## **How the school involves other bodies in meeting learners' SEND and supporting their families?**

The school collaborates with other professionals to ensure that staff working with learners can access the curriculum and make progress within their class setting. These professionals work closely with class teams, Campus SENCOs, Campus Pastoral Leads and the school's medical team:

- Speech and Language Therapy Service: Providing Core (whole class) and Enhanced (individual) support and advice.
- Occupational Therapy: Providing Core (whole class) and Enhanced (individual) support and advice.
- Educational Psychology Service: Providing advice and access to further assessment of need.
- Physiotherapy Service: Set up and review of programmes, support to class teams to deliver these programmes.
- School Nurse: Set up and review of Care Plans. Support provided to staff and families to promote the health and well-being of our learners
- CAMHS (Child and Adolescent Mental Health Services) and related services

In addition, the school also directly commissions additional therapeutic support (where need is identified). These include Art, Music and Drama Therapy.



We also have visiting specialists such as the Orthoptist who looks after the children's eyes. Children who may have additional sensory impairments will receive input from the Authority's peripatetic services for the Hearing Impaired (HI) and Visually Impaired (VI). We also work closely with other professionals such as paediatricians, dentists and the immunisation team run clinics at the school.

Young carers service who provides activities and therapeutic support for young people with caring responsibilities and the Lighthouse who provide support for children and young people who have experienced sexual abuse.

## **SAFEGUARDING:**

We work closely with any agencies involved with our learners so that a multi-agency approach can further our work. There are trained safeguarding officers on all sites to ensure that learners are effectively protected from harm. Safeguarding across our school is considered everyone's responsibility and as such our school aims to create the safest environment. We recognise the contribution it can make in ensuring that all young people who use our school feel that they will be listened to and appropriate action taken.

We do this by working in partnership with other agencies in accordance with 'Working Together to Safeguard Children' (2018) and seeking to establish effective working relationships with families, carers and other colleagues to develop and provide activities and opportunities that will help to equip our young people with the skills they need.

Safeguarding is not just about protecting young people from deliberate harm. For our school it includes such things as child safety, bullying, racist abuse and harassment, visits, peer-on-peer abuse, internet safety, etc. It is the responsibility of the Designated Safeguarding Leads on all sites to ensure that all safeguarding issues raised in school are effectively responded to, recorded and referred to the appropriate agency.

For access to the school's safeguarding section of our website please click [here](#).

## **How do we evaluate the effectiveness of our SEND provision?**

The school has a system for monitoring the effectiveness of its provision.

Data is gathered termly and scrutinised by both senior and middle leaders. Data collection is followed by professional conversations with teachers to ensure that there are realistic yet challenging expectations for pupils and that needs are being met.

The Chief Executive Officer also reports to the Governors each term and the Governing Body monitor and challenge what they have been informed about and/or have seen as evidence in practice. This is further supported (through the structure of governance) by Local Advisory Boards (LABS), who meet with Heads of School at a campus level.

The schools are also subject to an Ofsted inspection every 3-5 years. We also update our Self-Evaluation Framework (SEF) on an annual basis, which includes external moderation and advice from external specialists. You can access our latest and previous Ofsted reports [here](#).

Safeguarding is regularly monitored and evaluated internally but is also audited every 2-3 years by the NSPCC, who produce an audit report and recommendations for action.

## **How do we handle complaints from parents of children with SEND about provision made at the school?**

There is an opportunity for all families to raise concerns about their child's provision at any time through contact with either the class teacher or any member of the Senior Leadership Team. A parent/carer might also contact a Governor. If a concern is more formal, the family would be directed to the Complaints Policy and Procedure which can be found on the school website [here](#). We would hope that, through early intervention, any complaints would be resolved quickly.

## **Who can young people and families contact if they have concerns?**

Learners may raise a concern with their class teacher or indeed any adult with whom they may have a good relationship. Families may wish to address the class teacher directly or take their concern directly to a member of the Senior Leadership Team.

## **How we prepare for children and young people to join our school and leave our school**

Transition either into, or out of, our specialist school is a very important time for our learners if it is to stand a good chance of success.

We recognise that transitions can be difficult for a learner with SEND and we take steps to ensure that any transition is as smooth as possible, using:

- Social stories
- Bespoke theatre productions (Face Front)
- Transition visits and tours
- Team building activities
- Meetings to share information about your child. Photo books
- Focused group work around upcoming changes

We also recognise that, due to the multi-site nature of the school, there are additional transition points as learners move across sites. We work hard to support learners and their families to make these additional transition points (e.g., from Year 4 into Year 5) as smooth as possible.

### **REFERRAL / ADMISSION TO WEST LEA SCHOOL:**

All learners at the school will have an EHCP maintained by a Local Authority (usually Enfield but occasionally from other Local Authorities where a child or young person is residing in Enfield).

When a learner is placed at West Lea by the Enfield SEN Team (or another Local Authority), the school is named on their EHCP. Prior to being named, the Local Authority will formally consult with the school to determine whether a place is suitable or not (whether the school is able to meet the SEN as stated in their EHCP).

'Student Admissions' guidance and more detail on admissions can be found [here](#).

It is possible for informal visits by families if they are considering placing a child at the school. These can be arranged with the appropriate school site using the contact details on the West Lea website.

### **Admission process:**

We have an admissions process following a learner being placed at West Lea School:

- Admissions pack is completed by the family. This includes a medical admissions form. The school is able to support families to complete this if needed.
- The school's medical team and school nurse will ensure any medical needs (e.g. care plans) are assessed and put into place prior to admission.
- The Campus Team (usually the Senior Leadership Team) will make contact with the family to discuss and set up a smooth transition. This is especially important with 'in-year' admissions and admissions following a long period of time out of school.
- The school uses a wide range of strategies to support transition such as:
  - Social Stories and information packs
  - Taster sessions
  - Graduated timetable

## **TRANSITION FROM WEST LEA**

When a learner moves on from West Lea, either 'in-year', or at planned phase transition stage (Year 6 to 7, 11 to 12 and 13), the school always strives to make this process as positive an experience as possible. Extensive preparation is undertaken to prepare all outgoing students for the next positive phase in their young adult lives. This includes:

- Full ongoing consultation with them regarding their future career aspirations from as early as Year 9 onwards. This includes independent careers advice and the development of a careers action plan for every year 11 learner. This also includes personalisation of curriculum offerings to match their career aspirations wherever realistically feasible.
- Facilitation of appropriate Work Experience placements based on an in-depth vocational profile, to give learners a chance to experience a realistic work environment and help them to make informed choices.
- Staff supported visits (learner and their family where possible) to potential post 16 educational provisions in Year 10/11 and 12 to help them to make informed choices.
- Staff supporting learners in their placement interviews (Post 16 Colleges, etc.).
- Staff assistance with the application processes for such post 16 provisions.
- Coordination of associated relevant professionals to support the young person through this transition phase.
- Supporting learners with travel training to ensure that they are able and confident to travel to their new destinations (i.e., bus / trains).
- Supporting learners and families with effective signposting to adult services and any relevant community services.

## **Arrangements for supporting children and young people who are looked after by the Local Authority (LAC)**

There is a designated member of staff responsible for LAC. This person works closely with the school DSL and Social Care to ensure appropriate support measures are in place.

## **Where can the Local Authority's local offer be found?**

For information on Enfield's Local Offer please click [here](#).



community  
**kindness**  
**learning for life**  
innovation **inclusion**