

Chace Community School SEND Information Report 2026-2027

At Chace Community School we believe that Excellence has no limits. Our intent is to ensure that all pupils, regardless of their individual circumstances, needs or starting points, are offered a broad and balanced curriculum that enables them to experience success and feel a sense of belonging in all aspects of school life.

Inclusion is integral to teaching, learning and leadership at Chace. Staff work collaboratively to remove barriers to learning, provide personalised support where needed, and implement adaptive teaching to meet the diverse needs of our students. Classrooms are designed to foster belonging, representation and psychological safety so that all students can engage confidently in their learning.

Students are encouraged to develop independence and self-advocacy, while progress is carefully monitored to ensure that support and interventions are appropriately targeted. Close collaboration with families and external agencies helps ensure that every student can thrive academically, socially and emotionally.

Every member of staff shares responsibility for creating an environment in which all students can achieve, regardless of their starting point or any barriers they may face. Strong communication between teachers, pupils and parents is central to this approach, as working together allows us to provide the most effective support for our learners.

Our Special Educational Needs and Disabilities (SEND) information report aim to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

What does having a special educational need or disability mean?

A child or young person has Special Educational Needs and Disabilities (SEND) if they have a learning difficulty or disability that requires special educational provision. A child of compulsory school age or a young person is considered to have a learning difficulty or disability if they:

- a) experience significantly greater challenges in learning compared to the majority of peers of the same age; or
- b) have a disability that prevents or severely hinders them from accessing educational facilities typically available to others of the same age in mainstream schools or post-16 institutions. (SEND Code of Practice 2015)

Supporting SEND Pupils & the 'four broad' areas of need are:

As a mainstream school, we must make reasonable and appropriate adjustments for pupils with additional needs across the four broad areas outlined in the Code of Practice.

- 1) Communication and Interaction
- 2) Cognition and Learning
- 3) Social, Emotional, and Mental Health difficulties
- 4) Sensory and/or physical needs

Who are the best people at the school to talk to about my child's Special Educational Needs?

The class teacher or your child's form tutor is your first point of contact for parents and carers.

The Heads of Learning for each year group have holistic oversight of the year group and can provide support with academic and pastoral concerns.

For students requiring more coordinated support, cases may be reviewed by the Inclusion Learning Group (ILG). This group brings together key staff to review needs, plan strategies, and determine whether additional interventions or referrals to external services are required.

The Special Educational Needs Coordinator (SENCO), supported by the Assistant SENCO, is responsible for coordinating support and interventions for students with SEND, conducting SEN reviews, overseeing provision, liaising with external agencies involved with the student, and ensuring that support is delivered in line with the SEND Code of Practice.

Our Team

If you believe your child may have Special Educational Needs and would like to discuss this, please contact your child's Class Teacher as your first point of contact.

If a classroom issue persists please contact your child's Subject Lead.

The Heads of Learning are responsible for the holistic oversight of your child's learning.

Heads of Learning

Year 7 - jmichaelides@chace.enfield.sch.uk

Year 8 - ckairouz@chace.enfield.sch.uk

Year 9 - sferracane@chace.enfield.sch.uk

Year 10 - pearce@chace.enfield.sch.uk

Year 11 - hallen@chace.enfield.sch.uk

Sixth Form - aroper@chace.enfield.sch.uk

EAL Coordinator

boeri@chace.enfield.sch.uk

Assistant SENCO

jhinesmcdonald@chace.enfield.sch.uk

Assistant Principal SEND and Inclusion

gsahin@chace.enfield.sch.uk

How will I know how well my child is doing at the school?

We;

- Communicate regularly with parents and carers so we can work in partnership.
- Hold Parent Consultation Evenings.
- Hold a formal Annual Review Meeting if your child has an EHCP where we will report on their progress and provide a written report. If there is a need we will hold more Review Meetings.

Identifying Special Educational Needs or Disabilities (SEND)

Often, pupils with a SEND have been identified during their time at Primary School. We have close links to our Feeder Primaries and this information is therefore passed on to us as part of an extended transition.

There are other ways in which SEND needs may be identified, including:

When concerns arise about a student's learning, the school follows a structured Inclusion Pathway. Classroom teachers first implement adaptive teaching strategies. If concerns persist, support may be escalated through subject leaders and Heads of Learning. Where further support is required, the SENCO may become involved and the student may be discussed within the school's Inclusion Learning Group to plan appropriate provision.

- Concerns about a student's learning or development may be identified through several routes within the school's staged inclusion pathway:
- A class teacher identifies a concern through classroom observation, assessment, or monitoring of progress and implements initial adaptive teaching strategies.
- School progress and attainment reports, along with literacy, numeracy, or other in-school assessments, indicate that a student may require additional support.
- A parent or carer raises a concern with the class teacher or pastoral team, which is then explored through classroom strategies and monitoring.
- A student may share concerns about their learning or wellbeing with a member of staff such as a teacher, form tutor, or Head of Learning.
- Where concerns persist, the teacher may escalate the concern to the subject leader or Head of Learning to review strategies and progress.

- If further support is required, the Head of Learning may refer the student to the Inclusion Leaders Group (ILG) or SENCO to consider additional support, assessment, or intervention.
- In some cases, external professionals (such as an Educational Psychologist or medical professional) may work in partnership with the school to further explore a potential special educational need or disability.

The school utilises a range of 'in house' tools such as CATS Assessments, Dyslexia Screeners, SNAP assessment and Reading tests in order to gather further information about potential SEND needs.

We work closely with external agencies such as:

- Child and Adolescent Mental Health Service (CAMHs)
- Enfield Educational Psychology Services
- Educational Welfare Officer (EWO)
- Occupational Therapist (OT)
- Speech and Language Therapist (SALT)
- Enfield Communication Advisory Support Service (ECASS)
- Enfield Advisory Service for Autism (EASA)
- SPOC (Single point of contact) for Early Help
- Children's Social Services
- Behaviour Support Service (BSS)
- Fresh Steps, CONEL, ASU, Capel Manor and other off-site education providers
- Enfield Virtual School for Looked After Children
- School Counsellor (Internal)

A Graduated Approach to SEN Support

The most effective way to support the learning of any pupil is through Quality First Teaching whereby activities and resources are carefully adapted to meet the needs of individuals and groups of pupils.

In every lesson, every pupil is challenged, but also given appropriate support by their class teacher, to enable them to achieve their full potential.

If the need for additional support is identified, a pupil will be placed on the school's SEN Register.

Teaching Assistants are deployed strategically based on student needs, with priority given to core subjects and targeted support. Deployment is reviewed regularly to ensure support remains effective.

Once placed on the SEN Register, the level and type of support provided for a pupil will depend upon their individual needs. This is known as 'graduated' support.

Some students may be allocated a keyworker who provides regular check-ins, helps coordinate support, and ensures the student's needs are communicated effectively across the school.

The school records and monitors SEND provision through a digital system (Provision Map). This allows staff to track interventions, pupil passports, support strategies, and progress, ensuring support is reviewed regularly.

Some pupils will receive additional support in their lessons, including:

- In-class support from an additional adult, such as a Teaching Assistant (TA)
- Individual / small group / targeted intervention led by a member of the Inclusion Team.
- Some students may benefit from assistive technology or supportive tools to help access learning. These may include reading pens, overlays, noise-reducing headphones, or alternative ways of recording work.
- Pupil Passports providing strategies for staff
- PLPs (Pupil Learning Plans) when needed

Outside of lessons, certain pupils may also:

- Attend Key Stage 3 bespoke literacy or numeracy intervention sessions
- Attend Social Skills and Emotional Regulation sessions
- Attend regular mentoring sessions with a named key worker
- Attend Homework Club
- Make regular use of the Accelerated Reader programme
- The school library is open to all pupils and provides a calming and relaxing environment for individual or group study.

The Inclusion area has an open-door policy for all vulnerable students during break and lunchtime.

The SEND register is reviewed regularly, and students who have not accessed additional support will be removed from the register, with parents informed. We will continue to monitor student progress with the support of all teachers and support staff, providing additional support as needed.

Action relating to additional SEND support and interventions usually follows the Assess, Plan, Do, and Review model: Whole school provision planning takes place, with responsibility shared between teachers, Heads of Learning and departments, the SENCO, and the Senior Leadership Team (SLT).



1. Assess: Data on the pupil held by the school will be collated by the class/subject teacher in order to make an accurate assessment of the pupil's needs. The literacy skills of all pupils are assessed on entry. Some pupils are identified for further detailed formative assessments. Parents are invited to discussions to support the identification of action to improve outcomes.

2. Plan: Teachers plan using information about pupils' prior attainment, differentiating tasks to ensure progress for every pupil in the class. When a pupil has been identified as having Special Educational Needs, the curriculum and learning environment will be further adapted by the class teacher to reduce barriers to learning and ensure easier access to the curriculum.

3. Do: SEND support can take the form of teacher planning/intervention, additional in-class support, access arrangements, mentoring, or an intervention group to address a particular area of need.

All SEND support interventions are time limited. Pupils receiving SEND support that is 'additional to and different' from that provided within the scaffolded curriculum are included on the SEND Register.

For some children receiving SEN support, individual and tailored targets will be developed in collaboration with parents and pupils. These targets will be reviewed regularly during progress meetings and are known as Pupil Learning Plans (PLPs).

4. Review: Progress towards attainment outcomes is tracked and reviewed termly with parents and pupils. SEND achievements are monitored both in relation to their peers and to other SEND pupils nationally.

Enfield Borough Local Offer

The Local Offer includes information about provisions expected to be available across education, health, and social care for pupils who have SEN or are disabled, including those who do not have Education, Health, and Care Plans

<https://www.enfield.gov.uk/services/children-and-education/local-offer>

Special education needs and disability code of practice 0-25 years:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Headteacher:

A handwritten signature in black ink, appearing to be 'T. J. ...', written over a light blue horizontal line.

Assistant Headteacher and SENCO:

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**Version March 2026*

**As part of the review process; this report will be reviewed annually, next review March 2027*