

Our Aim

At Delta, we value all the pupils in our school equally and we recognise the entitlement of each pupil to have their needs addressed. The school will identify and provide pupils who have special educational needs, disability and additional needs and work within the guidance provided in the SEND Code of Practice (2014).

The school operates on a 'whole pupil and whole school' approach to the management and provision of support for special educational needs. The SEND Lead will provide regular support and advice for all staff that are working with special educational needs pupils.

We aim to:

- Provide an environment which feels safe, secure and respected
- Ensure all pupils are valued
- Recognise the potential of every individual and ensure that all pupils make progress regardless of their starting point
- Work in partnership with parents/ carers and pupils
- Ensure that special educational needs are identified and assessed as early as possible
- Ensure pupils' needs are met and that they have access to an enriched and creative curriculum through the use of adaptive teaching and learning provisions
- Work closely with the Local Authority and other agencies, including Educational Psychology Service, Speech and Language Therapy Service, as well as medical services and Social Services, to identify, assess and meet the needs of the pupils with special educational needs
- Develop and maintain a range of expertise and provide regular staff training within the school
- Monitor, review and evaluate policies, guidelines and provisions on a regular basis

The SEND Lead

The SEND Lead will:

- Work with the Executive Headteacher and/ or the Head of School and SEND governor to determine the strategic development of the SEN guidelines and provision in the school.
- Have day-to-day responsibility for the operation of the SEND guidelines and the coordination of specific provisions made to support individual pupils with SEND, including those who have EHCP.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Advise on the graduated approach in line with the SEND Pathway to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Executive Headteacher and/ or Head of School and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

The Executive Headteacher and Head of School

The Executive Headteacher and Head of School will:

- Work with the SEND Lead and SEND governor to determine the strategic development of the SEN guidelines and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND.

The Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Ensuring the class work is pitched at an appropriate level so that all pupils are able to access it according to their specific needs.
- Use a range of adaptive teaching and learning provisions to help support the pupils with specific needs so that all pupils can access a lesson and learn at their own level.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact and support and interventions and how they can be linked to classroom teaching.
- Working with the SEND Lead to set new targets and review each pupil's progress and development according to their Learning Support Plan and decide on any changes to provision.
- Reporting to parents during parent conference meetings and when needed about the SEND pupils progress in school.
- Ensuring they follow these SEND guidelines.
- Alongside the SEND Lead attend meetings (if needed) with external agencies such as Educational Psychologist and Speech and Language Therapist.

Identifying pupils with SEND

We have a clear approach to identifying and responding to pupils with SEND. We understand the benefits of identifying the need at the earliest point and then making effective provision improves the long-term outcomes for the pupil.

A pupil has SEND when their learning difficulty or disability calls for special educational provision, namely provision different or additional to that normally available to pupils of the same age. We assess each pupils' current skills and level of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, the school considers evidence that a pupil may have a disability under the Equality Act 2010 and if so, what reasonable adjustments need to be made for them.

We have a very clear SEND pathway to raise concerns through our, 'observation, assessment, plan, do and review' cycle. Our teachers regularly communicate and are supported by the SEND Lead and make regular assessments of progress for all pupils. They seek to identify pupils making less than expected progress given their age, individual circumstances and who may need additional help.

All teachers adapt their teaching and learning provisions linked to Quality First Teaching such as the use of visual 'now and next' timetable, widget online through the use of colourful semantics and dual coding. Additional provisions are also provided by putting necessary Learning Support Plans in place, which have SMART (Small, Measurable, Achievable, Realistic, Time) targets that are set and reviewed on a termly basis alongside daily interventions. High level of provisions are provided to pupils who have an Individual Education Health Care Plan (EHCP).

Identifying and assessing SEND for pupils whose first language is not English requires particular care. All areas of the pupil's performance in different areas of learning and development or subjects are carefully assessed in order to establish whether lack of progress is due to limitation in their command of English or if it arises from SEND Need. Difficulties solely related to limitations to English as an additional language are not SEND.

The Assess, Plan, Do, Review Cycle

Assess

In identifying a pupil as needing SEND support, the teacher will complete an initial SEND referral form. Then the SEND Lead will carry out an observation and a clear analysis of the pupils' needs. This draws on:

- The teacher's assessment and experience of the pupil
- Their previous progress, attainment and behaviour
- Other teachers' assessment, where relevant
- The individual pupil's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support agencies

Concerns raised by parents are taken seriously. We compare our assessment and information on how the pupil is developing. The assessment is reviewed regularly and helps to ensure that support and interventions are matched to the need, barriers to learning are identified and overcome and that a clear picture of interventions are put in place and their effect is developed.

Plan

The SEND Lead and teacher will decide to provide a pupil with SEN support known as a Learning Support Plan (LSP). All staff who work with the pupil are made aware of the pupil's needs and the SMART targets, teaching and learning provisions and interventions that are required. Parents are made fully aware of the LSP and if and where appropriate, seek parental involvement to reinforce or contribute to progress at home.

Do

The class teacher remains responsible for working with the pupils on a daily basis. Targets and interventions identified on the pupil's LSP, that involve focus groups or one-to-one teaching away from the main class or subject, teachers still retain responsibility for the pupil. They work closely with support staff or specialist support involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SEND Lead supports the teacher with further assessments of the pupil's strengths and weaknesses in problem solving and advising on the effective implementation of support.

Review

The pupil's LSP are reviewed on a termly basis. The impact and the quality of support and interventions are evaluated, along with the pupil and parent views. This feeds back into the analysis of the pupil's needs. The teacher and SEND Lead will revise the support in light of the pupil's progress and development, deciding on any changes in support and outcomes in consultation with parents and pupils. Parents have information about the impact of the support and interventions provided, enabling them to be involved in planning next steps. Sometimes the Education Psychologist will also be present in the LSP review meetings and give their professional advice too.

Areas of Need

There are four areas of need; Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory and/or Physical need:

Communication and Interaction

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty in saying what they want to, understanding what is being said to them or they don't understand or use social rules of communication. The profile for

every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language and social communication at different times in their lives. Children with ASD including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Pupils who learn at a slower pace than their peers, even with appropriate adaptive teaching and learning provisions, may require support for learning difficulties. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through profound and multiple learning difficulties (PMLD), where pupils are likely to have more complex learning difficulties as well as physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

Pupils may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other pupils may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), oppositional defiance disorder (ODD) or attachment disorder (AD). We have clear processes to support children, including how we manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Sensory and/ or Physical Needs

Some pupils require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many pupils with vision impairment (VI), hearing impairment (HI) or a multi- sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Evaluating the effectiveness of SEND Provision

We evaluate the effectiveness of SEND provision by:

- Reviewing pupils' individual progress towards their targets on their Learning Support Plans each term
- Reviewing the impact of interventions over 6 to 8 weeks
- Using Pupil Surveys
- Using the SEND Pathway to measure progress
- Holding annual reviews for pupils who have an EHCP

Accessibility

The school environment is accessible to all pupils:

- The whole school is all on one floor where the Main entrance, the Early Years and the side entrance to the school are all wheelchair accessible and for pupils who have a kaye walker.
- All our entrance and internal doors are wheelchair and kaye walker accessible.
- The Early Years and KS1 toilets are lower and additional support has been fitted so they are accessible for pupils with a kaye walker.

- The Early Years and Main playground have shaded areas to support any pupils with light sensitivity
- We also have a small and large learning zone as a space of quiet and calm for pupils who might need me away from the mainstream classroom for short periods in the school day.
- Class doors and signage in the school building are all written using widgeit online.

SEND Monitoring arrangements

Our SEND at Delta guidelines was prepared and updated in September 2025.

It will be reviewed in September 2026 and updated if any changes to the information are made during the year.

Links to other policies and documents

This SEND guideline links to the following policies:

- Accessibility Policy
- Behaviour Policy
- Equality information and objectives
- Inclusion Statement

Contact Information

- The first point of contact would be the pupil's class teacher. Parents are able to speak to the class teacher to raise any concerns.
- Parents can also arrange to meet the SEND Lead: Danny Neville by emailing the school office on office@deltaprimary.org or by telephone on: 020 8351 1784
- Enfield SEND IASS is an organisation that provides independent advice and support for families – 0208 373 2700 or enquiries@enfieldparents.org.uk
- If you would like your child to join Delta, contact Rachel Etere, our School Administrator, to arrange a tour of the school.
- If your child has a special educational need or a disability you could also contact the SEND Lead who will discuss how the school could meet your child's needs.