



Wolfson Hillel Primary School – SEN Information report 2026-2027

	<i>Outcomes for pupils with SEND are a key priority for leaders. Their achievement, attendance, behaviour and participation are analysed alongside that of their peers to ensure that any differences diminish over time.</i>
What is the school's vision for SEND?	Our vision for SEND: At Wolfson Hillel Primary School, we are committed to creating an inclusive, nurturing and ambitious environment where all children, including those with Special Educational Needs and Disabilities (SEND), are supported to thrive. Our vision is that every child is known, understood and supported as an individual in order to reach their maximum potential in life. We recognise that children learn in different ways and may require different levels or types of support. We believe every child should feel safe, valued and understood so they can fully engage in learning and make meaningful progress from their individual starting points. Through quality-first adaptive teaching, careful assessment, early identification of need and strong partnerships with families and external agencies, we ensure that each child receives the support they need to succeed academically, socially and emotionally.
What type of school are you?	We are a primary school from Nursery to Year 6. We are part of the JCAT academy trust.
What is your current Ofsted rating?	Waiting for official publication of the report (Sep 2026).
How does your school ensure that children who need extra help are identified early?	See appendix 1 for a flow chart of the SEND early identification process • Leaders and teachers rigorously monitor the progress, attendance and engagement of pupils with SEND to ensure that any emerging barriers to learning are identified early and addressed swiftly. Each term pupil progress meetings are held with all staff involved with the children to discuss pupil progress. • If a child is identified to have or potentially have extra need, parents will be informed and the child will be put on the monitor list or SEND support register. Leaders work in close partnership with parents to agree clear, measurable outcomes and review the effectiveness of support at regular intervals.”. • Concerns may also be raised by parents or child themselves. The class teacher is the initial point of contact for responding to parental concerns. Class teachers will then feedback to SENCO's and an action plan will be put into place to assess and support if necessary.



What should a parent do if they think their child may have special educational needs?	• A parent should speak with the class teacher initially and then contact the office to meet with a SENCO. • Once a meeting has taken place, a plan will be communicated for support/assessment as required. • Parents are welcome to contact the school at any time if they feel their child may require additional support.
What does the school do to help children with special educational needs?	What we do to help children with special educational needs? • High-quality adaptive classroom teaching is the first and most important support for pupils with SEND. Our 3-teacher model for core subjects ensures that we are able to provide a qualified teacher to work with smaller groups and run interventions. • Some vulnerable learners may receive additional support and/or targeted interventions. These pupils may be underachieving and have been identified by the school as requiring accelerated progress; however, they are not necessarily identified as having special educational needs. This support is regarded as part of the differentiation within the standard school curriculum, rather than a specific intervention for pupils with SEN. • Teachers adapt learning through carefully planned scaffolding, modelling, pre-teaching of key vocabulary and flexible grouping so that pupils with SEND learn successfully alongside their peers. Our aim is to ensure that all children have a full access to the school curriculum. The school promotes pupils' emotional wellbeing and self-regulation so that they are increasingly able to learn independently and participate fully in school life. • Alongside literacy and numeracy interventions, we also offer a range of pastoral support such as social skills groups, peer mentoring and therapies. • Children who require interventions are recorded on a class provision map. Leaders evaluate the impact of provision through progress information, work scrutiny, pupil voice and attendance data, ensuring that support is adapted promptly where it is not leading to strong outcomes. SENCO's review the provision maps and may suggest additional or alternative strategies of support. • Children who we feel would benefit, may receive individual class support. This is recorded on an individual provision map as required. • Opportunities for pre-teaching and revised learning are also available.

Waves of Intervention Model



The waves of intervention model shows the three levels of intervention provided. This is outlined in our flowchart in more detail- see appendix 1.

How do teachers match the curriculum to an individual child's needs?

- Through careful and regular assessment, the class teacher will plan ambitious learning which enables pupils with SEND to build secure knowledge and skills over time.
- SENCO's and SLT are available to discuss planning with all teachers to ensure that lessons are skilfully adapted so that pupils with SEND access the same carefully sequenced curriculum as their peers. They will also look to see that class teachers have high expectations of each pupil.
- Regular learning walks are made by SENCO's and SLT to ensure provision is in place, highlight areas that are working well in the classroom and identify any need for support/training.

How is the school's special educational needs budget allocated? How are decisions made about what type and how much support an individual child will receive?	• The allocation of the SEND budget is strategically led by the SENCo in collaboration with the Headteachers, ensuring that resources are deployed effectively to secure the best possible outcomes for pupils with SEND. Spending decisions are closely aligned with the school's priorities, provision mapping and ongoing evaluation of impact. • The budget is primarily used to fund additional staffing, including a three-teacher model which enables high-quality, adaptive teaching, small group work and targeted interventions. Specialist services, such as Educational Psychologist involvement, are also commissioned to support assessment, planning and review. • Decisions regarding the type and level of support for individual pupils are made through a graduated approach (assess-plan-do-review). The SENCo works in partnership with class teachers and SLT, using a range of evidence including teacher assessments, progress data, and, where appropriate, external professional advice. • Provision is carefully matched to pupils' individual needs, with a strong emphasis on ensuring access to high-quality classroom teaching as the first step. Additional interventions are selected based on evidence of effectiveness and are regularly monitored and reviewed to ensure they have a measurable impact on progress and inclusion. • Governors receive regular reports on SEND provision and outcomes, enabling them to hold leaders robustly to account.
How do you monitor a child's progress and how do you communicate with parents about their child's progress?	The school has a structured approach to monitoring the progress of pupils with SEND and communicating this effectively with parents: • Regular Assessment and Tracking: Progress is evaluated through a combination of assessment information, pupils' work over time and their readiness for the next stage of education. Whole-school pupil progress tracking and assessment data are also reviewed by the Leadership Team to ensure consistent oversight. • Collaborative Review Meetings: Regular team meetings between class teachers, secular staff and Jewish Studies teachers are held to discuss academic progress, social-emotional wellbeing and any emerging needs. • Individual Education Plan (IEP) Reviews: Parents of pupils on the SEN register are invited to three IEP meetings per year. These meetings focus on setting and reviewing specific targets, celebrating successes and agreeing next steps to support their child's learning and development. • EHCP Annual Reviews: Parents of pupils with an Education, Health, and Care Plan (EHCP) are invited to an annual review, where progress against targets is evaluated and adjustments to provision are agreed to ensure continued personalised support. • SENCo Involvement: The SENCo regularly visits classrooms and participates in team meetings to support teachers in monitoring and assessing pupils' progress. In some cases, the SENCo also works directly with pupils, allowing for first-hand insight into learning and development. • Parental Communication: Progress and achievements are communicated clearly and regularly to parents, fostering a strong partnership. This ensures that families are informed, involved in decision-making and able to support learning at home. • Impact-Focused Monitoring: All interventions and support strategies are reviewed for their effectiveness, ensuring that resources are targeted appropriately to accelerate progress and improve outcomes for each pupil with SEND.



What support does the school offer for children's overall health and wellbeing?

Health needs

All classes have a risk assessment which will detail all medical needs of students in their care. This is shared with all staff and bulletined in the staff room and lunch hall.

- Children with medical needs will be invited to create a care plan with a SENCO.
- The plans will be updated regularly and you are able to contact the school office at any time to update these.
- All medicines are carefully monitored and recorded.
- If there are any concerns parents will be contacted and, if needed, a School Nurse will be invited to meet with the school and carers.
- Dietary needs are discussed and any allergies shared with relevant staff. This is also recorded on the class risk assessment. Lunch staff carefully monitor children with SEN to ensure that they are maintaining a good diet at school if necessary.

Wellbeing needs

- Leaders ensure that pupils with SEND participate fully in the wider life of the school, including leadership roles, enrichment opportunities and educational visits.
- Peer mentors are trained to identify and support any children who are struggling socially and will inform class teachers of persisting problems in the playground.
- Staff are trained to run a variety of social interventions to encourage the development of skills and promote quality friendships.
- Children experiencing anxiety, in consultation with their parents and the SENCo, are provided with targeted support to reduce worry and enhance engagement. Strategies may include soft starts, pairing with a classroom buddy or regular sessions with an adult mentor. The effectiveness of these approaches is monitored, ensuring that children are able to access learning more confidently and make progress both academically and emotionally.
- Staff in the playground will monitor children and encourage them to interact with others. If there are any concerns their class teacher or SLT will be notified.
- Afternoon enrichment activities give your child the opportunity to learn a skill whilst working with others.
- We refer to relevant mental health teams such as CAMHS as needed.
- We have external agencies that work within the school that your child could be referred to such as play therapy and art therapy.
- An Educational Psychologist visits every half term to help support the needs of children who are referred to by the SENCO.
- We work closely with the My Young Mind Enfield who provide support to parents in managing their children's anxiety/common behavioural issues.

What specialist services and expertise are available at or accessed by the school?

Specialist external services are used when we think extra help is needed.

The school has access to (non-exhaustive list):-

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists or physiotherapists
- General practitioners or pediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Social services
- Art Therapist
- Enfield ASA support
- Enfield Early Years Team including Tiger Teams and LASS
- Jewish Family Centre – family support and therapy
- Outreach:- West Lea Special School, Oaktree School, Waverley School
- SWERRL (behaviour support)
- Camp Simcha
- My Young Mind Enfield
- Art Therapies for Children
- Therapy dog

What training have the staff supporting children and young people with special educational needs and disabilities had?	• Our SENCO's have experience working as class teachers and are up to date with current teaching practices as well as having the NASENCO/NPQ award. • Our high-quality teachers have regular training to enable them to support children with additional needs. They meet regularly to discuss, plan and assess the children in their care. • We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision. • All staff have access to a training platform where they are able to gain bespoke training to enable them to best support the children in their care. • Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Outreach service or medical /health training to support staff in implementing care plans. • Staff have regular INSET days of training and weekly staff meetings. • All staff have had access to training around Special Educational Needs on the Code of Practice and ways of working with children with special educational needs. • All Teaching Assistants and Learning Support Assistants have regular training to develop their skills specifically needed to work with the children they support. • During their termly professional development meetings, staff indicate their area of interest and training needs so that training can be tailored to the individual. • We run a successful coaching programme for teaching and support staff to focus on specific strategies in the classroom.
How are children included in activities outside the classroom including school trips?	• All children are included in all activities with their peers. • Before any trip or activity, a risk assessment is completed to ensure accessibility for all. • Safety is considered at all times. Risk assessments are completed prior to all trips. • Additional adults and parent volunteer are utilised for school trips and events. • Strategies are provided and shared with parents to prepare pupils for visits and activities. • Social stories are worked on in and out of school to ensure the child has a good understanding of what is going to happen on a trip.
How accessible is the school environment?	• Leaders regularly review the accessibility of the environment, curriculum and communication to ensure that pupils with SEND can learn safely, confidently and independently. • We have ramps and a stair lift to ensure children and adults with mobility difficulties have access to our building.

- Additional steps are taken to ensure those with visual impairments are able to use the stairs in our building.
- There are disabled changing and toilet facilities.
- Any further adjustments to the building will be made according to need.

How does the school prepare and support children when they join ?

All pupils who join our school will have a thorough induction. We recognise that some pupils require more individual support which we will offer.

How does the school support children when they transfer to a new school / college or the next stage of education and life?

If they are joining the school

We want to ensure that every child's start to the school is seamless and that they feel comfortable when they arrive.

- SENCO's will liaise closely with the previous setting to ensure that we have a detailed hand over of the child's needs and any strategies or support that they have in place.
- There will be an opportunity for new children to visit the school and meet their new teacher and key members of staff prior to starting.
- The SENCO will be available to meet with parents to discuss their child's needs.
- A buddy will be provided for all new children to help them settle in to school life.
- If the child is starting in Nursery or Reception, they will be invited in for a visit and an opportunity to have a settling session where they will meet their teachers and spend time in their classroom. Teachers will also meet with parents to discuss any needs that their child might have. The SENCO will be available to meet with parents too prior to the child starting.
- When necessary, the SENCO and/or class teacher may also conduct a home visit prior to a child joining the school.

Secondary Transfer

- We liaise closely with Secondary Schools and invite them into school to discuss the pupils before they leave us.

Some pupils require extra visits or photographs of the school and we will advise secondary schools of this.

- We carry out a detailed handover with secondary school teams and SENCO's to ensure that they are aware of all children's needs. The SENCO joins all secondary school handover meetings.
- From the early years onwards, pupils with SEND are supported to develop communication, independence and self-advocacy skills which prepare them well for transition to secondary education and later life.
- We also run secondary transition groups in the summer term of Year 6 to prepare children for their new schools.
- For Year 6 children with an EHCP, we invite a representative of their secondary school to their annual review in the Summer term of Year 6.



	<u>If they are moving to a new setting</u> • If children are transferring to a new setting, we liaise closely with the new setting to give a detailed handover of the provision that the child would need. We encourage them to share information about their school so that we can produce a transition booklet to help the child become familiar with their new setting.
How are parents involved in school life?	• Parents are always encouraged to join us in our school life. • They receive weekly communication from the school in form of a Hillel Noticeboard. • All parents are invited to termly coffee mornings with SENCO's and guest speakers. • Some pupils have a home/school diary to support communication. • Google Classroom is used to communicate with parents. • Parents attend parent's evenings twice per school year. • Parents will be invited into school to view their child's workbooks twice a year. • We have parent governors and an active PTA.
Who can a parent contact for further information?	The class teacher is the first point of contact. <u>The SENCO's are:</u> Chloe Sampey – Nursery - Year two (EYFS & KS1) SENCO Hannah Bunt – Year three – Year six (KS2) SENCO They can be contacted via the school office hilleloffice@whips.icat.co.uk.
Date of this document	Our offer to children with special educational needs and disabilities was prepared in July 2026 It will be reviewed in September 2027

Appendix 1

Identification of special educational needs at Wolfson Hillel Primary School



