



Winchmore
School

learning to realise potential

SEND Information Report



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Review Committee:	Educational Performance

Winchmore
School
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Winchmore School

SEND Information Report 2025-2026

HOW WE SUPPORT CHILDREN/YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

Our Mission Statement

A creative and harmonious learning community where everyone is expected to achieve their full potential.

Our vision and how we hope to achieve it

Winchmore School and its Governing Body are committed to providing the highest quality education for all students, which enables them to reach or exceed their potential. At Winchmore School we operate a policy of inclusion and aim to deliver the curriculum by differentiating work appropriately in lessons. All teachers are teachers of Special Educational Needs and Disability (SEND) and the SEND Code of Practice (2015) emphasises that high quality differentiated teaching is both an entitlement and the first step in responding to students who have or may have special educational needs.

In addition to quality classroom teaching for all, at Winchmore School we take pride in the knowledge that, where necessary, we offer a range of effective and personalised interventions to meet specific learning needs. All of our provisions, whether classroom based or otherwise, are rigorously evaluated to ensure the best outcomes for our students.

There is also an Ethnic Minority Achievement (EMA) Co-ordinator, who similarly works with faculties, advising on strategies and monitoring the progress of ethnic minority students.

Type of school we are

Winchmore School is a large, mixed maintained secondary comprehensive school (age range of 11 – 19) with a substantial 6th Form.

Our Ofsted rating

In 2022, Winchmore was rated as a 'good' school.

How we know if a child/young person has special educational needs

In line with guidance from the SEND Code of Practice (2015), a young person is identified as having Special Educational Needs if he, she or they:

- Has a significantly greater difficulty in learning than the majority of children of the same age.

- Has a disability, which either prevents or hinders the child from accessing the education and facilities generally provided for their peers.

At Winchmore we have robust data collection systems and we liaise closely with all of our primary feeder schools. Gathering information from primary colleagues means that we are able to put appropriate support in place for new starters who are already in receipt of an Educational Health Care Plan (EHCP) or who are identified as needing SEND Support.

Additionally, at Winchmore, teachers regularly assess pupil progress across the curriculum areas. This information is reported to parents and shared with students. Students who fail to make adequate progress despite quality first teaching and interventions from teachers, tutors and Heads of Year are swiftly identified and referred to the Assistant Head (Inclusion) who can arrange for a more detailed cognitive assessment. If in-house assessment and support is insufficient to meet the needs of a particular learner, the Assistant Head (Inclusion) can then utilise the expertise of a range of external agents in one or more of the four areas of special needs: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; Sensory and/or Physical. (E.g. a Speech and Language therapist or an Educational Psychologist). If parents are in agreement, where the school feels that it cannot meet individual needs from its own resources, the Assistant Head (Inclusion) can begin the process of requesting Statutory Assessment. This may lead to a student obtaining an EHCP and being provided with additional resources from the borough to help close the attainment gap between the identified student and their peers.

At Winchmore, we consider that parents know their children best of all. Parents are always considered crucial members of the 'Team around the Family.' At any point a parent can contact the form tutor, Head of Year or Assistant Head (Inclusion) by email, letter or telephone to raise concerns. All staff at Winchmore aim to respond quickly to parental queries. We are always happy to meet face-to-face to resolve any problems that arise or to discuss the type and level of additional support on offer.

What we do to help children/young people with special educational needs

We believe that all teachers are teachers of SEND. At Winchmore we are advocates of truly inclusive practice. This means that most of our interventions are classroom based to ensure that students with SEND are not withdrawn from key curriculum areas wherever possible. Interventions are varied but may be defined as measures which:

- Close the attainment gap between the student and the student's peers.
- Prevent the attainment gap growing wider.
- Will enable the student to match or better his/her or their previous rate of progress.
- Will ensure access to a full curriculum, differentiated accordingly.
- Will demonstrate an improvement in self-help, social or personal skills.

- Will demonstrate improvements in the student's behaviour are likely to lead to appropriate accreditation.
- Are likely to lead to participation in further education, training or employment.

At Winchmore we use a Provision Map for learners on the SEND support 'K' (EHCP) register. Typical examples of provisions/interventions that can be used to support students are as follows: Literacy Catch Up, Reading Recovery, Access Arrangements for examinations, Home Learning Support, IT support, Language and Social Skills Support, Art Therapy, School Counseling Team, Individual Mentoring, Numeracy Catch Up, smaller classes with setting employed to maximise progress, in class support with a Teaching Assistant (TA) or Higher Level Teaching Assistant (HLTA) or access to specialist Autism Spectrum Disorder (ASD) support via the Durants Additional Resourced Provision (ARP), or one of our Winchmore Studios, our small-class provisions for students with the highest level of needs.

This list of provisions is not exhaustive and at Winchmore we recognise that it is important to think flexibly about individual needs, modifying and creating suitable intervention programs as required. Access to any additional support requires parental consent.

All the programs that we use are time-constrained and rigorously monitored and evaluated by the intervention leader and Assistant Head (Inclusion) to minimise disruption to learning and to ensure maximum impact. Ongoing monitoring of the impact of provisions is a key part of the Inclusion Faculty self-review process.

How we adapt our teaching for children/young people with special educational needs

At Winchmore we acknowledge that effective differentiation is the key to success for students with SEND. Work is differentiated according to the developmental needs of the student by modifying the content of the learning or modifying the teacher's process of instruction. Work can also be differentiated by providing learning outcomes targeted at different levels of ability. All of these adjustments are implemented to ensure that students with SEND can access the curriculum and can demonstrate to others that they have made progress.

There is regular teacher training at Winchmore to assist with differentiation in the classroom. Furthermore, we are able to keep abreast of the latest pedagogical research in the area by forging strategic partnerships with Institutions of Higher Education and local schools through the Pan Enfield Alliance.

How we decide what resources we can give to a child/young person with special educational needs

At Winchmore we offer a graduated response to support, starting with Classroom based support for the majority of identified learners. Decisions about who should receive additional support are made by the Assistant Head (Inclusion).

For underperforming students, the Assistant Head (Inclusion) and the SEND Progress Coordinator, have the responsibility of identifying, tracking and assigning appropriate resources. The SEND Progress Coordinator and the Assistant Head (Inclusion) will liaise closely with Heads of Faculty and Heads of Year to ensure that student needs are met and that attainment gaps are closed. The Assistant Head (Inclusion) will evaluate the effectiveness of provisions for young people, reporting back to the Leadership Team.

The Pastoral Team, called the Social Welfare Inclusion Forum Team (SWIFT), meets regularly to discuss attendance, behaviour and the social and emotional needs of identified children, including those on the Child Protection Register and Children who are Looked After.

The following staff are directly involved in the Student Welfare and Inclusion Forum:

- Deputy Head Teacher (DSL) / Assistant Head Teacher (Care, Guidance and Support)
- Assistant Head (Inclusion)
- Head of Year
- School Counsellor
- Attendance Officer
- Head of Behaviour Team
- CPOMS recorder

This forum regularly refers to any concerns or requests for intervention on to the Assistant Head (Inclusion), who will then take appropriate action. This action may include such things as: initiating testing, placing a young person on the SEND register, beginning the process of statutory assessment, organising parental support meetings, advising teaching colleagues on appropriate student strategies or referring to external agents such as Child and Adolescent Mental Health Services (CAMHS).

At Winchmore Key Workers, who are Teaching Assistants (TAs) and Higher Learning Teaching Assistants (HLTAs), are assigned to all students who have an EHCP. Key Workers are expected to regularly contact parents and carers and serve as an important link between the family and the school. Key Workers meet with their students regularly to discuss any concerns and to offer further emotional support alongside building a positive and trusting relationship.

How we check that a child/young person is making progress and how we keep parents informed

At Winchmore pupil progress is considered of vital importance and is monitored rigorously throughout the year. We offer regular opportunities for parents to discuss the progress of their children within the school context at designated parents' meetings. Additionally, parents will be informed, via our regular progress checks, if their child is underperforming. Progress checks are also used by Form Tutors to inform academic mentoring sessions with their tutees. The progress checks will help to ensure that middle and senior leaders are aware of the progress that SEND students are making.

For students with an EHCP, or where a student is identified in the SEND Support (K) category, additional meetings will occur throughout the year. Parents, the student, external agencies supporting the student, teachers, key workers and support assistants will be invited to the Annual Review meeting, in which progress will be discussed in depth and all attendees will be an integral part of the target setting process. For students on the SEND Support register (K), regular cluster meetings will take place and the progress of these learners will be robustly reviewed and interventions implemented where necessary.

Support we offer for children's/young people's health and general wellbeing

Our SWIFT team (pastoral team), meets on a weekly basis to consider the attendance, behaviour and the social and emotional needs of identified children, including those on the child protection register and children who are looked after. Through this forum, the Assistant Head (Inclusion) will be advised of needs and concerns, which have been raised. The Assistant Head (Inclusion) can then refer to appropriate agents as required. The types of services which are commonly used are: Parent Abuse and Reconciliation Service (PAARS), West Lea's Attendance Support Unit (ASU), Educational Welfare, Social Services and the Police.

Winchmore School recognises the importance of mental wellbeing, particularly in the school environment. Therefore, provides an on-site school counselling provision, which offers a confidential and safe environment to support students experiencing social, emotional and mental health issues (SEMH) throughout the school year. The counselling team works upon a referral system usually from the Heads of Year which is followed by an initial assessment whereby goals and targets are set in a collaborative manner with the student to promote resilience and mental well-being. The lead School Counsellor, works closely with parents and outside agencies such as CAMHS to ensure all students receive the best support available to them.

At Winchmore we have experience of dealing with a range of medical needs. Our Welfare Assistant has responsibility for storing and administering medicines for young people. We also have several staff members who are trained in delivering emergency rescue medication. Parents are encouraged to meet with our medical team to discuss any individual requirements a student may have.

For students who present with consistent and high level behaviour concerns, the school operates a Behaviour Panel at appropriate levels to try to avoid further difficulties. The Headteacher aims to attend all behaviour panels, along with the Assistant Head (Care Guidance and Support).

Students and parents are also expected to attend behaviour meetings, where targets and support is put in place.

Winchmore operates a positive behaviour management policy, acknowledging that young people respond best to praise and support.

How we meet the needs of our Looked After Children and Post-Looked After/Adopted Children

At Winchmore School we work diligently to address and enhance the needs and future life chances of our Looked After and Post-Looked After Children, from Years 7 through to 13.

Our Designated Teacher for Looked After Children (DT LAC), works to develop a close and supportive relationship with students, and is often the first 'port of call' for these students when the need arises. He is in regular and close contact with Carers, Social Workers, and the child's Local Authority Virtual School, wherever that may be. Students are offered 1:1 personalised tuition to address areas of concern, in order to ensure that any existing gaps in their progress is addressed and closed in order for them to realise their potential, and pursue their future, whatever and wherever that may be. Regular Personal Educational Plans (PEPs) are rigorously maintained, and termly PEP meetings are held with all stake-holders here at the school, including the students themselves. Regular feedback from class teachers, Form Tutors and Heads of Year is gathered and acted upon regularly, to ensure that we are recognising and addressing any issues as soon as possible and most effectively. Learning resources and wider opportunities are funded through dedicated streams from the Virtual Schools, and extra-curricular opportunities are explored according to the child's desires and interests. Our Post-Looked After/Adopted Children receive the same level of support, progress monitoring and enhancement.

Specialist external services we use when we think extra help is needed

The following are examples of external services that are available for Winchmore students:

- An Additionally Resourced Provision (ARP) for students with Autism; this provision is run by Durants specialist school by specialist teachers and TAs
- Educational Psychologist
- Child and Adolescent Mental Health Service (CAMHS)
- Social Services
- Education Welfare
- Health & Education Access & Resources Team (HEART)
- Behaviour Support Services (BSS)
- Speech and Language Therapist (SALT)
- School Liaison Police Officer
- Pupil Support Service (PSS)
- In addition the school's Access Arrangements Coordinator, Asha Lutchmun, has the OCR Level 7 diploma in dyslexia.

This list is not exhaustive and at any time new therapies or services can become available which Winchmore will trial in the best interests of a child or family. Here is a link to Enfield's Local Offer:

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

Staff Training

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. Particular support is given to Early Careers Teachers (ECT), other new members of staff and those who work closely with learners on the SEND register.

The Assistant Head (Inclusion) takes responsibility for prioritising the training needs of staff in regards to those learners on the SEND Register. Training is designed to ensure that the needs of targeted students are met across the school.

How we include children/young people in activities and school trips

At Winchmore we aim to include every child in activities and school trips where possible. Reasonable adjustments are made to support learners with SEND and staffing levels are amended accordingly.

The school has a Leading Parents Partnership Award (LPPA) accreditation. This involves parents and carers working collaboratively with the school on all areas of school life; through this forum parents have the opportunity to share their views and opinions and to request special arrangements that may be of benefit to individual students in regards to extra-curricular activities.

Our school environment

Winchmore School consists of several large buildings. Much of our school is now accessible by lift, and we are in the process of having another lift installed in the South Block, which should be operational by the end of this academic year. Unfortunately, some areas remain inaccessible and doors are not automated, which reduces independent mobility for wheelchair users. Winchmore School is committed to inclusion and continues to work to make the older parts of our building more accessible for our students with limited mobility.

Winchmore has expertise in delivering a curriculum for Visually Impaired students and reasonable adjustments have been made to the building to meet the requirements of these students. All stairwells have handrails. Steps are marked to minimise the risk of trips or falls. Additionally, special arrangements are often put into place to allow vulnerable students to leave the classroom a few minutes earlier, reducing the risks from overcrowding.

Winchmore School has a number of disabled toilets on the ground floor including one with a shower.

How we prepare for children/young people joining our school and leaving our school

A great deal of thought is given to transitions for students with SEND. Students with EHCPs are supported by the Enfield Careers Service for students with

Learning Difficulties and Disabilities (LDD) in regards to preparing for college transfer or starting a career.

Additionally, SEND information is exchanged between Winchmore and other providers where a change of placement occurs. This usually involves a face-to-face meeting between Winchmore's SENDCo and members of the pastoral team from the new school or college.

We operate a programme of supported visits for students, for example where they need to transfer to a specialist school. This can involve accompanying students and their families on visits and taster days to facilitate a smooth transfer between contexts.

How parents are involved in school life

Winchmore has an extremely active Leading Parent Partnership body and parent governors who contribute to all aspects of school life and policy. We are proud to be a diverse school and we have considerable expertise in communicating with parents. Communication occurs verbally and in writing. We have staff members who are competent in their use of a number of community languages. For less common languages, it is possible to book interpretation services through the London Borough of Enfield (LBE).

Who to contact for more information or to discuss a concern

The designated Form Tutor should always be the first point of contact should a parent wish to discuss something about their child.

If a parent is worried about their child's attendance, behaviour, emotional wellbeing, progress, or if they suspect that their child has special needs, they can seek support from the pastoral leader who is the designated Head of Year.

If a parent is concerned that their child may have an undiagnosed learning need they can talk to the Assistant Head (Inclusion). Additionally, if a parent would like to arrange a visit to the school or to discuss whether the school and its provisions are appropriate to meet the needs of their child, this can also be arranged through the Assistant SENDCo.

The Assistant Head (Inclusion) and Head of the Inclusion Faculty Mrs M Owen can be contacted on 020 8360 7773 Extn 555. or by email on [magdalena.owen@winchmore.enfield.sch.uk](mailto:magdalen.owen@winchmore.enfield.sch.uk)

The Assistant SENDCo Mrs V Silvester can be contacted on 020 8360 7773 Extn 470. or by email on val.silvester@winchmore.enfield.sch.uk

The SEND Specialist Administrator, Mrs H Gill can be contacted on 020 8360 7773 Extn 503 or by email on helen.gill@winchmore.enfield.sch.uk

The SEND Progress Coordinator Mr D Miller can be contacted on 020 8360

7773 Extn 702 or by email on david.miller@winchmore.enfield.sch.uk

The School Counsellor Mrs M Jandzis can be contacted on 02083607773 Extn 505 or by email on marta.jandzis@winchmore.enfield.sch.uk

The Access Arrangement Coordinator Mrs A Lutchman can be contacted on 02083607773 Extn 462. The EMA Coordinator Mr J Dubner can be contacted on jonny.dubner@winchmore.enfield.sch.uk

The Designated Teacher LAC Mr D Miller can be contacted on 020 8360 7773 Extn 702 or by email on david.miller@winchmore.enfield.sch.uk

The Welfare Assistant Ms F Nadarajah can be contacted on 020 8360 7773 Extn 803.

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