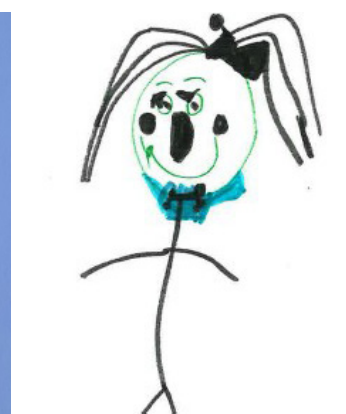
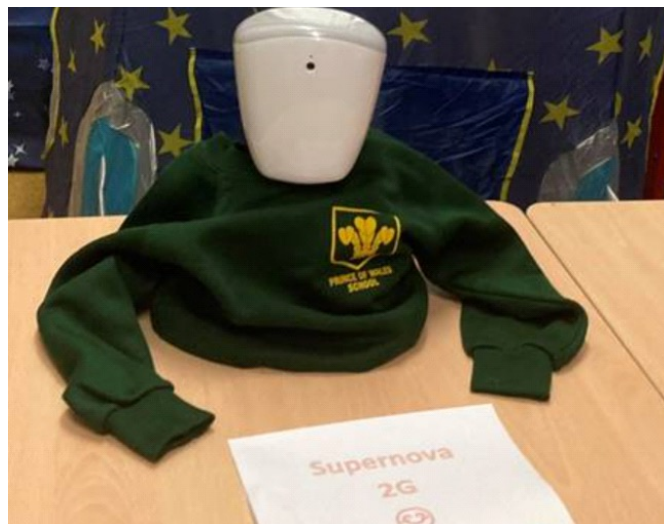


Enfield's SEND Local Offer Self Evaluation 2025



www.enfield.gov.uk

In partnership with

North Central London
Integrated Care System



Our Voice



ENFIELD
Council



Contents

- Foreword3
- Introduction 4
- National context.....5
- Local context..... 6
- Attainment 9
- SEND Partnership Governance 9
- Our principles10
- Co-production and engagement.....10
 - 1. Children and young people’s needs are identified accurately and assessed in a timely and effective way13
 - 2. Children and Young People and their families participate in decision-making about their individual plans/support18
 - 3. Children and Young People receive the right help and support at the right time..... 24
 - 4. Children and young people are well prepared for their next steps and achieve strong outcomes..... 32
 - 5. Children and young people with SEND are valued, visible and included in their communities..... 38
 - 6. Leaders are ambitious for children and young people with SEND..... 43
 - 7. Leaders actively engage and work with children and young people and their families..... 48
 - 8. Leaders have an accurate, shared understanding of the needs of children and young people in their local area..... 52
 - 9. Leaders commission services and provision to meet the needs and aspirations of children and young people 56
 - 10. Leaders evaluate services and make improvements 60
 - 11. Leaders create an environment for effective practice and multi-agency working to flourish 64
- 2026 Year Ahead..... 70
- Acknowledgements 72



Foreword

The Local Area Self Evaluation 2025 reflects our shared ambition for every child and young person with Special Educational Needs and Disabilities (SEND) in Enfield to aspire and achieve positive lifelong outcomes. By working closely as a partnership and alongside our SEND families, we can understand what is working well, build on our strengths, and identify new opportunities to further enhance and develop our services. Together, we remain committed to delivering a SEND offer that is sustainable, creative, comprehensive and responsive to the needs of our community.

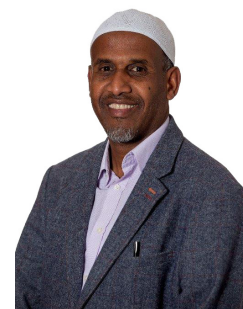
Our local approach is closely aligned with the national vision outlined in the schools white paper, *Every Child Achieving and Thriving*, as well as the ongoing consultation regarding SEND reform, Putting Children and Young People First. Both the national initiatives and our local priorities share a commitment to strengthen inclusion in mainstream schools, provide earlier support and ensure every child and young person can access the help they need fairly and consistently.

Our progress over the past year demonstrates the strength of our partnerships, from early years settings and schools to health providers, voluntary organisations and our Parent Carer Forum, Our Voice. It also shows our commitment to actively seek and listen to our SEND children, young people and their families. Their insight is not only valued but necessary, guiding us to co produce services that truly reflect their needs and improve the impact of our SEND offer.

Thank you to our local schools, professionals across all partner agencies, and above all, to our SEND children, young people, and families who continue to guide and shape our approach.

This document reflects not only where we are today, but the strong foundations we have built together through sustained partnership working. Looking ahead, we will continue to strengthen co production, deepen our engagement with children, young people and families and work collaboratively with all our partners to drive forward ambitious improvements across our SEND local offer.

Cllr Abdul Abdullahi
Cabinet Member for Children's Services
London Borough of Enfield



Introduction

In Enfield, our Local Area Partnership is comprised of [Enfield Council](#), [North Central London, Integrated Care Board \(NCL ICB\)](#), with our health provider for therapies being the [Royal Free London NHS Foundation Trust](#) (this was previously the [North Middlesex University Hospital NHS Trust](#)). Childrens Social Care is provided by our Service for Disabled Children, delivered through [Cheviots Childrens Disability Service](#) and adult social care.

As recognised in our 2023 SEND inspection, “Leaders across the partnership are ambitious to improve outcomes for children and young people with SEND. They are focused on developing a greater shared understanding of children’s and young people’s needs across services.”

This self-evaluation is part of our ongoing programme to evaluate and review progress against our SEND Local Offer Self Evaluation Improvement Plan, Local Area Improvement Plan (LAIP) and CPP Local Inclusion Plan.

This work is aligned to our [Enfield’s Special Educational Needs and Disabilities Partnership Strategy 2023-2027](#) and the [2023 SEND Inspection recommended areas of improvement](#).

This SEND Local Offer Self Evaluation has been produced using the [Area SEND inspections: framework and handbook](#) (guidance came into force on 6 June 2025).

“Overall, my experience of SEND in Enfield has been really positive and I’m really grateful for all the support we have received to date. So thank you for all your hard work. It’s making our decision to emigrate even harder as there is a lot of amazing support in place but we hope we can take lots of these positives with us and share them with my child’s new school.”

National context

Over 1.7 million pupils in England have Special Educational Needs (SEN). This number is rising annually and has increased by 11.1% from 2024 with 482,640 pupils holding an EHCP in schools in England.¹

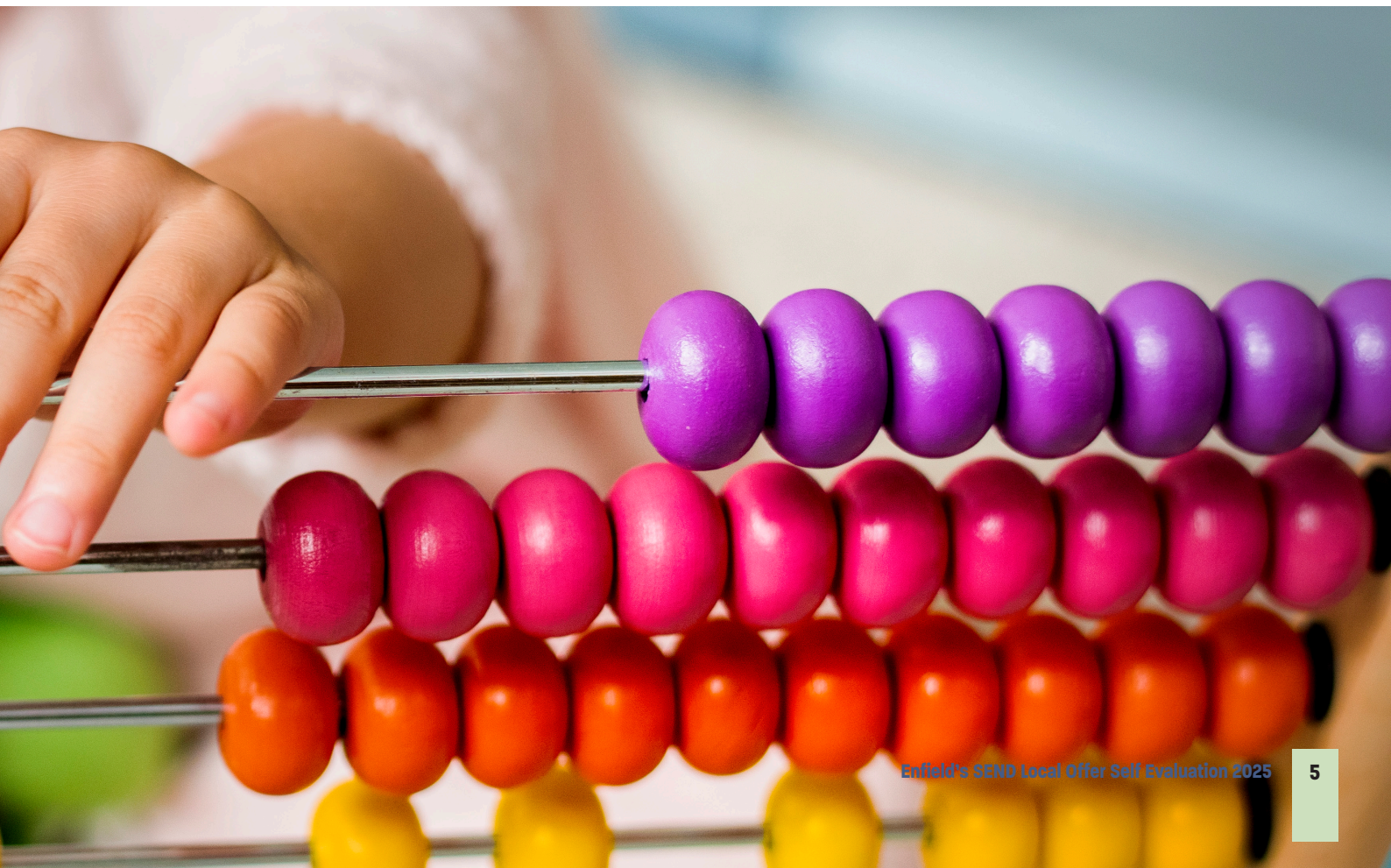
Recent data produced by MIME consultancy (commissioned by London Councils) “ The Growing SEND Cohort: Latest Data, Evidence and How We Can Respond” has identified several trends when analysing education data.

- The rate of requests for an EHCP now equate to 1 in every 70 under 16-year-olds (slide 12).
- Nationally, there has been very large post pandemic growth in the Early Years cohort (+175 in 2023 and +26% in 2024). (slide 11)
- Autism, Speech, Language and Communication Needs (SLCN) and Social, Emotional and Mental Health (SEMH) needs account for almost three quarters of the cohort.
- Autism, as a listed primary need, has shown an increased by 160% since 2022.
- Learning difficulties as a primary need has reduced by 15%

Increases in both demand and the needs of SEND children and young people require local areas to find innovative and adaptive ways to provide support when finances and the number and type of educational setting places are increasingly challenged.

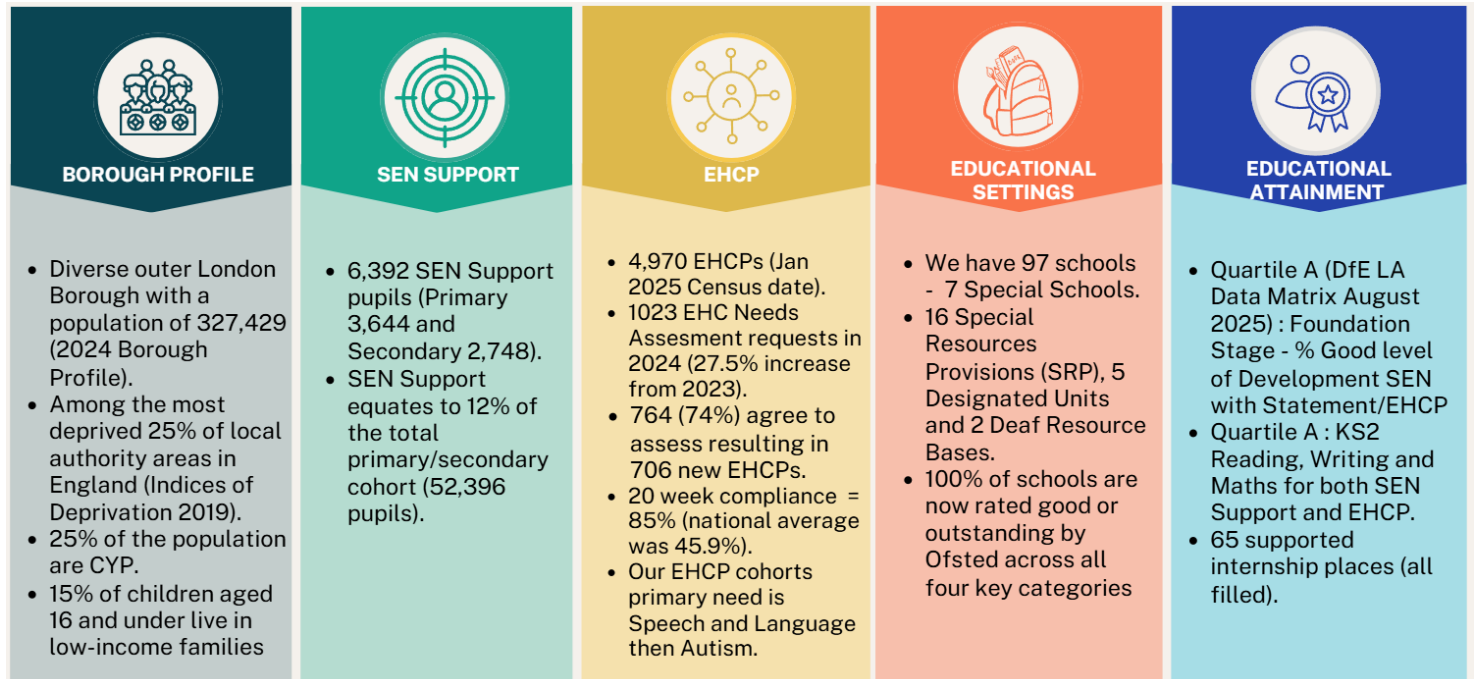
An EHCP, where appropriate, can be maintained until a young person reaches the age of 25. This requires local area partnerships to consider demand across both secondary and college settings and to ensure that children and young people are supported to Prepare for Adulthood (PfA) and, where possible, move into employment. Achieving this relies on close collaboration with SEND families and across the local area partnership to plan, commission and deliver a coordinated local offer than meets needs both now and in the future.

¹ [Special educational needs in England, Academic year 2024/25 - Explore education statistics - GOV.UK](#)



Local context

Enfield is in North London and is the 8th most populous borough in London with a population of 327,429 residents in 2023. 26% of our residents are under the age of 18.



Enfield’s neighbouring authorities are Barnet, Haringey, Waltham Forest and Hertfordshire.

Our London SEND statistical neighbours are Croydon, Greenwich, Haringey and Waltham Forest. Neighbours are chosen using EHCP rates and other demographic indicators such as deprivation, population density, and SEN numbers.

The North Central London Integrated Care Board (NCL ICB), who coordinate and commission our health care, work across five boroughs which also include: Barnet, Camden, Haringey, and Islington. The same 5 boroughs work together to test and refine reforms outlined in the SEND and Alternative Provision Improvement Plan as part of the London Change Partnership Programme.

As of January 2025, we had 4970 EHCPs, the second highest number of EHCPs in London.

The London Innovation and Improvement Alliance ([Liia](#)), used the data collected by DfE (SEN2 data) to produce the table below, giving a comparison of the total EHCPs per year, per aligned authority.

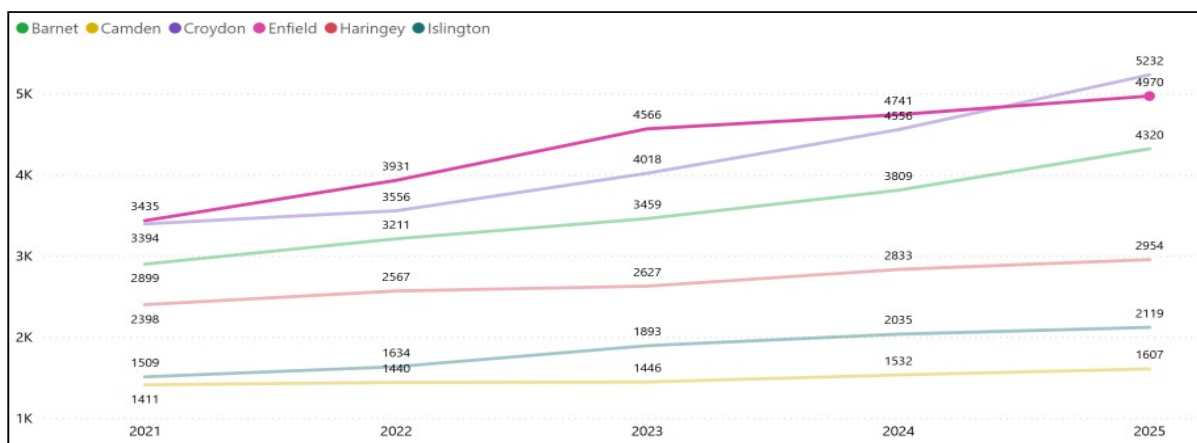


Table produce by Liia

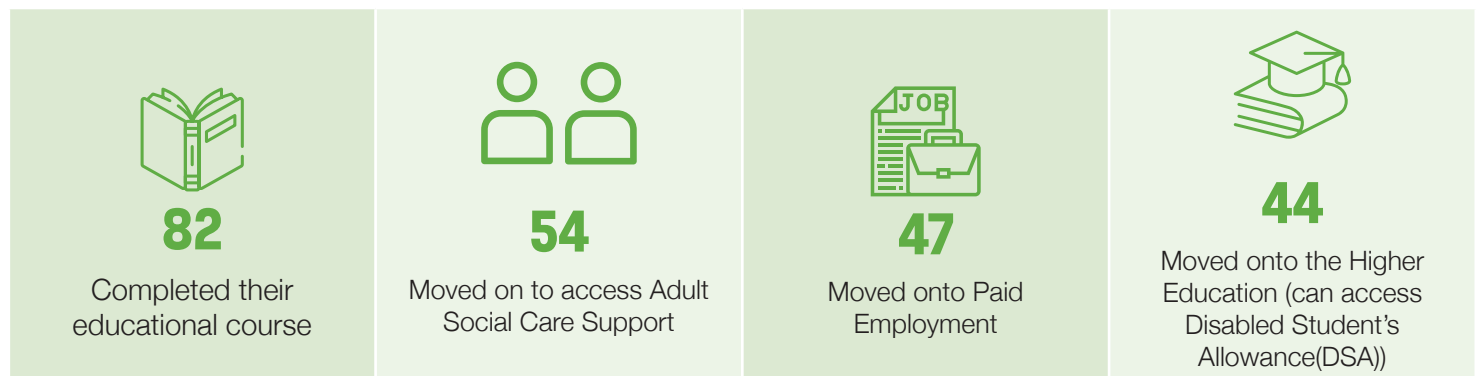
Currently, 49% of pupils with an EHCP are educated in mainstream settings (SEN2), which is considerably higher than both our London neighbours (41.6%) and the England average (38%). This is a slight increase on the previous year and reflects our shared and sustained commitment to promoting mainstream inclusion and educating children and young people within the borough.

time_period	Mainstream %	Special %	FE %	Elsewhere %	AP PRU %	NM Early Ys %	Unknown %
2021	47.30	32.90	10.10	1.70	0.10	0.30	
2022	51.20	32.40	11.10	0.90	0.20	0.80	
2023	48.00	29.70	10.90	3.20	0.20	0.40	4.80
2024	48.90	29.60	13.80	5.50	0.40	0.50	1.20
2025	49.20	27.80	12.90	7.60	0.20	0.30	2.00

In 2024, 93.4% of EHCP pupils remaining in education, employment or training after KS4. This ranked Enfield 10th highest in England.

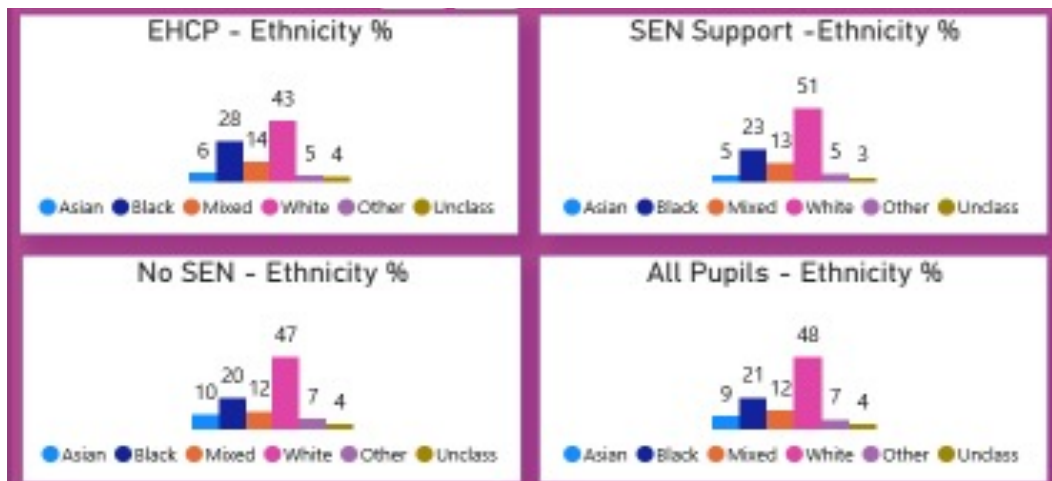
The most common destination for SEN Support pupils after KS4 was sixth form in schools or colleges, accounting for 45.6% of the cohort. For EHCP pupils, special, AP, independent and other provision was most common, accounting for 48% of the cohort.

Last year, following the Annual Review process, we ceased 512 EHCPs. Through ambitious, well planned EHCPs that successfully meet identified needs, young people are prepared for their next steps and no longer require statutory support. This enables them to move on confidently to a range of destinations, with some examples listed below:

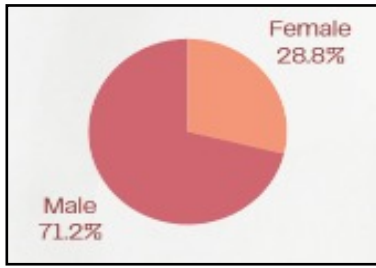


Enfield is a diverse borough. This diversity strengthens SEND provision by making it more inclusive, responsive, accessible and tailored to meet individual needs, ensuring equitable outcomes for all children and young people.

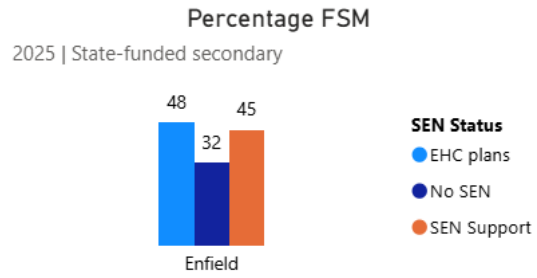
When asked about ethnicity, our SEN Support and pupils with an EHCP categorised themselves as being:



71.2% of EHCP pupils are male and 28.8% female.



48% of EHCP pupils receive Free School Meals (FSM)



Age :

Enfield ranks in the second quartile nationally across all EHCP age categories and is in the top centile—6th out of 151 local authorities in England—for the proportion of young people aged 5–10, who represent 36.1% of the EHCP cohort. The 11- 15 cohort is 33.9% which is 2.6% below the England average.

This shows a significant concentration within the primary age group, which carries important implications for resource allocation and targeted early intervention. This challenge is being addressed through strong leadership commitment to inclusive practices across mainstream education settings, working alongside settings to ensure that provision remains needs-led and sustainable.

Needs and settings

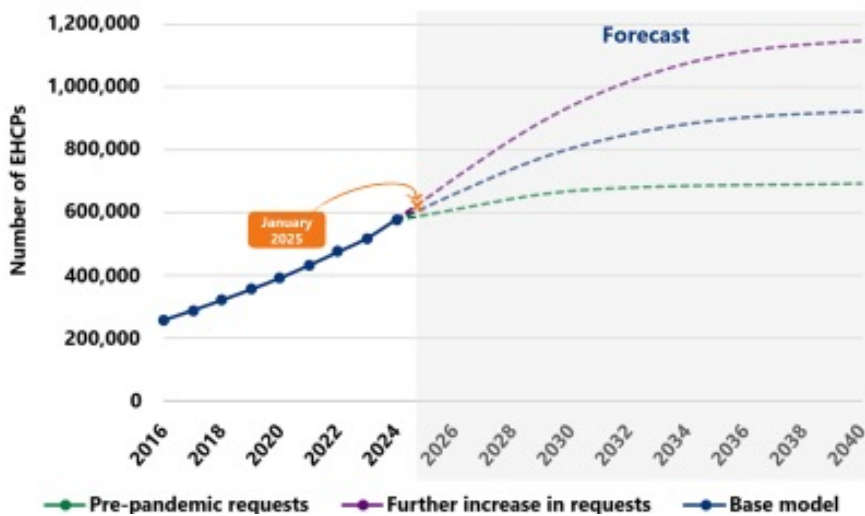
The most common primary need across all Enfield SEND pupils is speech, language and communication. This accounts for 31% of Enfield SEND cohort. It is a slight increase compared to 2024, 6.7% points above the England average but in line with the statistical neighbour average (MIME report). The second largest need is autism which equates to 18.1% of the SEND cohort.

To ensure we meet these needs we have developed our own bespoke services that support children and young people, families and educational settings:

- [Enfield Communication Advisory Support Service \(ECASS\)](#)
- [Enfield Advisory Service for Autism \(EASA\)](#)

There is a continued national rise in SEND demand, with predicted increasing numbers of requests for EHC Needs Assessments (see chart below). This reinforces Enfield’s continued focus on strong early intervention and timely, appropriate support, ensuring children’s needs are identified early and met effectively before they escalate.

Headline forecast



Therefore, Enfield has continued to identify opportunities to increase the number of educational setting placements particularly regarding Autism and SLCN.

In 2022 Enfield gained DfE approval for funding for two additional special schools. We are waiting to hear from the elected members how they would like to proceed.

Since 2021, a data-led inclusion strategy has driven the expansion of mainstream provision through Specially Resourced Provisions and Designated Units. In total, this has delivered 332 new places, underpinned by an extensive support offer for SRPs.

Attainment

At primary:

In 2025, the proportions of **EHCP** and **SEN Support** pupils meeting the **year 1 phonics standard** were both **above** the **England** and **statistical neighbour averages**. For both cohorts, Enfield ranks in the top 20 local authorities in England.

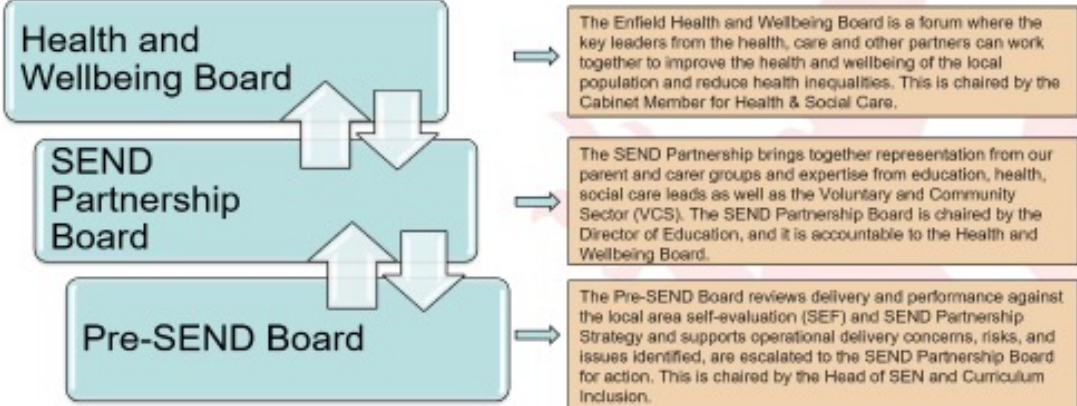
At **KS2**, performance for both the **EHCP** and **SEN Support** cohorts was again **well above the England** averages. In particular, the proportion of **EHCP** pupils achieving the expected standard or higher in reading, writing, and maths (combined) ranks Enfield in the **top 10** local authorities in England.

At secondary:

English Baccalaureate(EBacc) **entries** for pupils with **SEND** were much **higher than average** in Enfield. In particular, with 42% of SEN Support pupils entering the full EBacc, Enfield has the **9th highest rate** of all local authorities **in England**.

SEND Partnership Governance

The SEND Partnership Board is attended by all partners and is chaired by Enfield Council’s Director of Education. It is tasked to review, the strategic and operation offer delivered by the local area in relation to the strategy, identified need and legislation. It is accountable to the Joint Health and Wellbeing Board. This ensures NCL ICB partnership working at all levels of governance. It also ensures direct engagement with NCL ICS governance.



Our principles

Collectively we have agreed to deliver the Enfield SEND Local Offer using the following principles:

Principle 1: Listen to our children, young people and families and make sure they are at the heart of decisions about themselves and their borough

The SEND Partnership will work in a way that recognises, promotes and respects the views of the child [or young person] and their family.¹⁰ This important principle is crucial to making sure we take the right steps to better understand their lived experiences and how this affects them every day. We can better know how to support the needs of our children, young people and families, by building trusting relationships and making sure they have an active and collaborative role in shaping the decisions that affect their lives.

Principle 2: Empower and enable our children, young people and families to be as independent as they can be

The SEND Partnership will work together with our children, young people and families to utilise and build on their strengths to help them live independent and fulfilling lives.¹¹ Focusing on the strengths of our families is not about less support and services.¹² Instead, it's about working together with our children, young people and families to find solutions, and helping them to recognise the strengths, skills, assets and the capability they have to effect positive outcomes in their own lives.¹³ This includes providing the right help to support our children and young people to acquire and develop the knowledge and skills they need to learn and for day to day life. It also means we support our children and families to understand the offers available at each transitional phase so they are better informed as they change services and settings and are able to utilise the new opportunities.

Principle 3: Work together to deliver the right support, in the right place and at the right time

The workforce across the SEND Partnership will work together to meet the needs of our families. When we talk about the 'right time' this means identifying needs at the earliest possible opportunity to make sure they are prepared and supported through service transition. The 'right support' might include universal services that are available for all our children and young people, or where appropriate it will be targeted or specialist services and placements. The 'right place' is where their need can best be met. This might be at a children's centre, school, youth centre, a local community hub, family hub, a clinic or hospital setting, a virtual platform or through a group that meets in the community. Wherever possible, the right place should be available locally in Enfield.

Principle 4: Work with all families in a fair and sensitive way

The workforce across the SEND Partnership will treat everyone with dignity and respect, and we will make sure that all our families receive fair and sensitive access to services and support. [Equality, diversity and inclusion](#) is central to the decisions we make on how to deliver the best possible outcomes for our families, with the resources that we have available.

Co-production and engagement

At the heart of our SEND strategy is a commitment to meaningful co-production, engagement and participation. Our first guiding principle outlines the active involvement of children, young people, and their families in shaping the support and services they receive. We recognise their lived experiences as essential to designing local provision that is inclusive, effective, and responsive to individual needs. We are fortunate to have strong parent/carer engagement through the Our Voice parent forum and work closely together to ensure partnership attendance at events, to develop publications and to inform delivery development. We also work closely with our youth participation groups through All About Us, KRATOS (Enfield's Children in Care Council - CiCC), Youth Council, Bell Lane Youth Club, Health Youth Board and the Youth Development Services.

How do we work with our families?



Family informative events

- New to EHCP
- New to SEND
- PFA Events (15 events per year)
- Our Voice events (including 2025 Summer BBQ)

- Coffee mornings in schools
- Twilight sessions (termly)
- Our Voice conference and transitions event
- Year 6 Transition event (DBV)
- SLCN offer review focus groups (DBV)

Family Q&A events



- Parent/carers are represented through Our Voice on the DBV steering group
- Draft Communication charter (45 CYP)
- Annual Review document
- Co-production meetings
- PCF and ICB Booklet, 'Supporting your Neurodivergent Child', written by parent carers.
- Early Years transitions policy & guidance co-produced with families
- Enfield Intervention First (Tier 3) (40 CYP and 9 parent/carers)



Co-production impacting service and documentation

- ECASS - Rise to Reception, Successful Start to Secondary and Let's Talk -Parent ELKLAN
- EASA - web based learning modules
- PINS (see overleaf)

Families training/ programmes



How do we support inclusion?



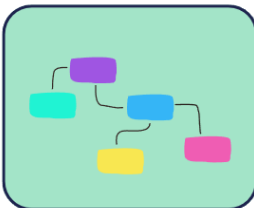
RELATIONSHIP WITH SCHOOLS

- Head Teacher Briefings
- SENCO Reference Group
- Head Teacher Reference Group
- SEN Conference
- Primary SEND Impact Advisor (SIA) Offer- supporting primary schools to meet the needs of their EHCP and SEN Support cohorts through a series of collaborative visits. Pilot offer launched July 2025.
- Inclusion to Schools - Starting Sept (CPP)



PROMOTION OF INCLUSION

- Expansion of ARPS and UNIT's and satellites
- PINS
- Inclusion Charter
- Inclusion Conference
- Transition events
- Tier 3 Support- starting Sep 2025



EXCLUSIONS AND ATTENDANCE

- AVI Bots- a telepresence solution for CYP who cannot physically access school and the classroom, bridging the gap between home and school to support reintegration back to the classroom
- Attendance Process Review - strengthening process
- Tracking of attendance and monitoring -Head of SEND Oversight EY Manager

Main feedback themes included: Support for those new to SEND and new to EHCPs. Below are some examples from the partnership in response to these themes and demonstrate our commitment to continuous improvement and co-production.

What we did;



ENFIELD Council

Education, Health and Care Plan (EHCP) and Education, Health and Care Needs Assessment (EHCHNA) process



ENFIELD Council

Home Tutoring

This leaflet gives information about home tutoring, who will be visiting your home and what to expect.



ENFIELD Council

Neurodiversity ENFIELD



ENFIELD Council

SEN Contacts and Escalation process



ENFIELD Council

microlink

Youth Justice SEND Awards

QUALITY LEAD

2023 Child First Commendation



ENFIELD Council

Enfield Inclusion Charter

A charter for early years settings, schools and colleges committed to providing an inclusive education for children and young people in Enfield.

Signing the Inclusion Charter is a commitment to:

- Provide a safe, stable and strong learning environment
- Ensure that everyone takes responsibility for including children and young people with special educational needs and disabilities
- Work in partnership with families to support their children
- Listen and respond to children and young people's experiences and views when making any decisions which impact on their lives
- Recognise differences and diversity
- Work with families, professionals and other services where necessary to help all children and young people to thrive
- Ensure that everyone is committed to be open and honest about what support they need to help children and young people to thrive
- Support children and young people to prepare for their education from the early years and throughout their educational and professional life, so they can shape their future in the way they want.

The Inclusion Charter is supported by other Enfield Inclusion Charter documents including: SEND Information Report, SEND Information Report for Parents, SEND Information Report for Staff, SEND Information Report for Governors, SEND Information Report for the Community, SEND Information Report for the Local Authority, SEND Information Report for the Local Education Authority, SEND Information Report for the Local Health Authority, SEND Information Report for the Local Police, SEND Information Report for the Local Fire and Rescue Service, SEND Information Report for the Local Transport Authority, SEND Information Report for the Local Housing Authority, SEND Information Report for the Local Environmental Health Authority, SEND Information Report for the Local Planning Authority, SEND Information Report for the Local Waste Management Authority, SEND Information Report for the Local Water and Sewerage Authority, SEND Information Report for the Local Gas and Electricity Authority, SEND Information Report for the Local Telecommunications Authority, SEND Information Report for the Local Media Authority, SEND Information Report for the Local Arts and Culture Authority, SEND Information Report for the Local Sports and Leisure Authority, SEND Information Report for the Local Religious and Spiritual Authority, SEND Information Report for the Local Charitable and Voluntary Authority, SEND Information Report for the Local Community and Social Enterprise Authority, SEND Information Report for the Local Business and Industry Authority, SEND Information Report for the Local Financial and Professional Services Authority, SEND Information Report for the Local Health and Social Care Authority, SEND Information Report for the Local Education and Skills Authority, SEND Information Report for the Local Transport and Infrastructure Authority, SEND Information Report for the Local Environment and Planning Authority, SEND Information Report for the Local Energy and Climate Change Authority, SEND Information Report for the Local Digital and Technology Authority, SEND Information Report for the Local Innovation and Entrepreneurship Authority, SEND Information Report for the Local Research and Development Authority, SEND Information Report for the Local International Trade and Investment Authority, SEND Information Report for the Local Global and International Development Authority, SEND Information Report for the Local Peace and Conflict Resolution Authority, SEND Information Report for the Local Human Rights and Social Justice Authority, SEND Information Report for the Local Gender Equality and Diversity Authority, SEND Information Report for the Local Anti-Racism and Anti-Discrimination Authority, SEND Information Report for the Local Anti-Bullying and Anti-Harassment Authority, SEND Information Report for the Local Anti-Trafficking and Anti-Slavery Authority, SEND Information Report for the Local Anti-Corruption and Anti-Fraud Authority, SEND Information Report for the Local Anti-Money Laundering Authority, SEND Information Report for the Local Anti-Tax Avoidance Authority, SEND Information Report for the Local Anti-Global Warming and Climate Change Authority, SEND Information Report for the Local Anti-Pollution and Air Quality Authority, SEND Information Report for the Local Anti-Noise and Vibration Authority, SEND Information Report for the Local Anti-Scams and Anti-Fraud Authority, SEND Information Report for the Local Anti-Identity Theft and Anti-Fraud Authority, SEND Information Report for the Local Anti-Phishing and Anti-Fraud Authority, SEND Information Report for the Local Anti-Social Media and Anti-Fraud Authority, SEND Information Report for the Local Anti-Deep Fakes and Anti-Fraud Authority, SEND Information Report for the Local Anti-Disinformation and Anti-Fraud Authority, SEND Information Report for the Local Anti-Counterfeit and Anti-Fraud Authority, SEND Information Report for the Local Anti-Fake News and Anti-Fraud Authority, SEND Information Report for the Local Anti-Deep Fakes and Anti-Fraud Authority, SEND Information Report for the Local Anti-Disinformation and Anti-Fraud Authority, SEND Information Report for the Local Anti-Counterfeit and Anti-Fraud Authority, SEND Information Report for the Local Anti-Fake News and Anti-Fraud Authority.




www.enfield.gov.uk

ENFIELD Council

THE VOICE OF YOUNG ENFIELD

Youth Participation Policy

February 2025



www.enfield.gov.uk

ENFIELD Council

1

Children and young people's needs are identified accurately and assessed in a timely and effective way

The partnership has adopted the social model of disability following a needs-led approach, which is applied using the SEND Code of Practice 2014. This means that an EHC needs assessment can be made without a formal medical diagnosis resulting in timely support.

Our plans for 2025:	Our progress against those plans:
<p>Deliver our “New to EHCP” workshops so that parents better understand the SEND process</p> <p>Deliver and develop our New to SEND events enabling parents new to the SEND understand the SEND system, including, Education, Health and Social Care support.</p>	<p>We have delivered both a New to SEND (22 families) and a New to EHCP pilot event (11 families), enabling participants to have better understanding of the SEND process (including the EHC Needs Assessment), the Enfield local offer and next steps.</p> <p>Families expressed; “Very supportive and helpful session”, “Fantastic meeting, really informative. Thank you.”, “Everything I needed to know been said” and “Great event very informative”.</p> <p>We held termly twilight sessions (held at Cheviots) for SEN families. These were delivered by Heads of Service for Education, Health and Social Care.</p> <p>The Local Offer has been updated with a new to SEND section with a glossary SEND of terms. This has been supported with a Tik Tok (accessing a youth centre) made by young people.</p>
<p>Develop an NCL ICB wide single point of access system to triage CAMHS referrals through a face-to-face appointment, leading to a description of needs and a support plan.</p>	<p>The single point of access for CAMHS referrals is now operational in Barnet, Enfield, and Haringey, having gone live earlier in the year.</p>
<p>Improve and enhance access to the Speech and Language Therapy offer, through a review of the speech and language offer commissioned by education and health, through the mechanism of DBV.</p>	<p>Through the DBV action plan, we commissioned an independent review, which has been ongoing throughout 2025. An overview has been shared with senior leaders, and a full and final report will be issued early in 2026. This will contain recommendations and approaches to strengthen the total speech and language offer in Enfield.</p> <p>The ICB have commissioned a parallel review for the NCL area and will share their findings to the SEND Partnership Board in Spring 2026.</p>





What we do, how this helps and what is the impact felt by our SEN families

Assessment process and timeliness in Enfield

Children under 6 in Enfield benefit from early and comprehensive medical assessments through the Child Development Clinic (CDC) or General Development Clinic (GDC). Parents are supported with access to five Health Visitor appointments in the child's first five years, as recommended by NICE (QS128). Section 23 notifications ensure that babies with complex needs are quickly referred to the SEN Service or Early Intervention Support Services (EISS), which provides key worker support to over 200 families during the first 8 months of 2025.

While there are national and local challenges in neurodiversity assessment capacity, Enfield is actively addressing these. In November 2025, the average wait time from referral received to diagnostic start for the 0-5 years autism pathway is 52 weeks. This has reduced from 82 weeks in June 2025.

Recognising the importance of timely support, the NCL ICB will create a standardised pathway across all age groups promoting fair and consistent access. Enfield offers two clear pathways, Neurodiversity Enfield Assessment Team (NEAT) for assessment and Neurodiversity Enfield Assessment Team (NEST) for support, ensuring families receive the help they need. Parents/carers also have the legal Right to Choose their Autism or ADHD assessment provider, further empowering families to access timely care.

For children and young people aged 6 and above, neurodiversity assessments are initiated by CAMHS. While current waiting times for these assessments remain above NICE guideline thresholds. In November 2025, the average wait time from referral received to diagnostic start for those aged 6 and above on the autism pathway in Enfield is 127.31 weeks.

The three NDD Transformation programme priorities are:

1. Consistent age pathways: Early Years (0–6th birthday) and School-Aged (6–18 years) teams.
2. Combined ADHD & Autism assessments: A unified ND assessment pathway.
3. Needs-led care: Support accessible regardless of diagnostic status.

Enfield progress:

- Work is underway with Enfield Under-5s to align threshold to 0–6 (currently 0–7).
- School aged pathway already aligns with NCL age bands and is delivering dual ADHD-Autism assessments.
- Needs-led care development continues: mapping of support service is completed, and stakeholders are reviewing how to implement a consistent needs-led offer for children awaiting diagnostic assessment.

As part of the NCL NDD transformation programme the ICB has commissioned providers to introduce several types of targeted measures to accelerate progress, including the establishment of dedicated Neurodevelopmental (ND) teams, expansion of clinic availability to include evenings and weekends, and focused recruitment efforts to increase clinical capacity.

100% of additional substantive ND roles have been recruited for the 0-18 pathway in Enfield. This will result in:

- Increase in number of assessments completed
- Reduced waiting lists and waiting time for diagnostic assessment
- Meet national standards for response time for first contact
- Positive experience for CYP and their families and carers
- Consistency in assessment, diagnostic accuracy and high-quality standards maintained



Innovative practice example: Neurodevelopmental website

North Central London Neurodevelopmental Programme have co-produced a first-of-its-kind Neurodevelopmental website to help families find trusted information, local services and practical advice about autism and ADHD. This was launched on the 30th September 2025.

The website was co-produced with parents, carers, young people and professionals to ensure it reflects real experiences and meets real needs. It provides clear guidance on local pathways and assessments, practical tools to help families understand neurodiversity, personal stories from families and professionals to reduce stigma and signposting to mental health and wellbeing support for children, young people and their parents/carers.

By bringing together information, tools and personal experiences in one accessible place, the website helps families more effectively, reduces duplication and improves overall outcomes for children and young people. In its first month of launching there were 1,481 views and 731 registered users. Up until mid-November there were 891 active users. This dedicated online platform for parents.

Needs-based Resources



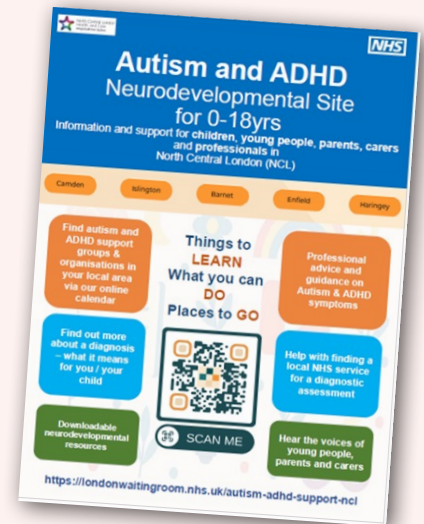
Press the button to find more neurodevelopmental resources and information for children under 5 years old.

Under 5s



Press the button to find more neurodevelopmental resources and information for children over 5 years old.

Over 5s



Assessment process and timeliness in Enfield cont..

For all school children and young people, their SEND needs are identified through a range of Universal and Targeted support as well as from their own educational setting (SENCO) and or in conjunction with Enfield's specialist services such as: Enfield Advisory Service for Autism, ECASS, Nurture Groups, Mental Health Support Teams in schools (MHSTs), Educational Psychology Service (EPS), Speech and Language Therapists, Physiotherapists, Occupational Therapists, CAMHS screening and the waiting well service or statutorily through an EHC Needs Assessment. This means that children and young people have access to a variety of different services that can support them recognising and meeting neuro-diverse needs.

The SEN Service reported 1,023 requests for an EHC Needs Assessment during the calendar year 2024 and 1,024 request during 2025.

The Local Offer lists a wide range of assessments opportunities across education, health, and social care services, delivered either within the community or via online platforms. It also includes details of SEND drop-in sessions at Youth and Family Hubs. For example, the Ponders End Hub offers informal advice, signposting, support in identifying needs and helps families connect to appropriate assessment pathways. Online links enables access to [Kooth](#), [Service for Adolescents and Families in Enfield \(SAFE\)](#) - for young people aged between 13 and 18 and other self-referral opportunities via the NHS [Waiting Room](#).

Assessment process and timeliness in Enfield cont..

Enfield's in house Equipment and Wheelchair Service provides fast, safe access to mobility equipment for children and young people. Referrals are triaged within two days, assessments are completed in around three weeks, and the service consistently meets NHS 13 week assessment and 18 week delivery standards. A maintained core stock means many children receive equipment on the day of assessment, with urgent cases prioritised. There are no waiting lists or delays and interim equipment is available when required, ensuring mobility needs do not hinder access to education, health, or daily life. Enfield continues to deliver one of the strongest and most responsive wheelchair services in North Central London, consistently exceeding national expectations.

The Youth Justice Service (YJS) delivers mental health and neurodevelopmental support for children at risk of offending, with a strong focus on early identification and holistic care. Working in partnership with CAMHS, Educational Psychology, Speech and Language Therapy, substance misuse services, and other health providers, the YJS ensures timely assessments and interventions.

Schools are supported to make informed and prompt identification of pupil's needs through a variety of bespoke offers:

- Special Schools Outreach Training
- Direct access to services such as [My Young Mind Enfield \(MYME\)](#)
- Traded Offers
- SENCO Conferences
- SENCO Briefings
- Targeted training such as Emotional Literacy Support Assistants (ELSA) and ETIPPS
- Educational Psychology Services
- Targeted SIA Support.

Professionals are consistently making timely referrals to health care colleagues during both the EHC Needs Assessment (EHCNA) and EHCP Annual Review processes, ensuring children and young people receive the right support at the right time.

- **Early Identification:** Between 1 January and 31 October 2025, 37% of EHCNA referrals were made at the Early Years stage and 42% during the primary phase, demonstrating strong focus on early intervention.
- **Efficient Advice Requests:** 98% of requests for professional advice (required as part of the assessment process) are sent within one week of the decision to assess, reflecting excellent responsiveness.
- **Advice Turnaround:** 36% of advice is received within six weeks of the initial request, with the remainder returned shortly after, ensuring assessments progress without unnecessary delay.
- **EHCP Timeliness:** 85% of EHCPs are completed within 20 week (SEN2 2025), and while some fall outside the statutory timeline, they are still completed within a reasonable timeframe, maintaining quality and compliance.
- **Annual Reviews:** 3545 Annual Reviews have been completed within between Jan – 31 September 2025, supporting ongoing monitoring and improvement of provision. Over 65% of Maintain, Amend or Cease (MAC) decisions are made within 4 weeks of the meeting (Devon Judgement) during this period. In the last SEN2, the London average for MAC decisions was 39.6%.



Innovative practice example: Early Years Complex Needs

With the number of neurodiverse pupils increasing and with a more prevalent complexity of need it became essential to develop new strategies to help pupils thrive both academically and personally. We have provided more extensive training to PVI's through Early Years Forums. We offer Tiger Cubs, Support at Children and Families Hubs, EISS – Portage, Area SENCO Support, Early Years Health Checks

We developed an EY Complex Needs Intervention programme of support to enable settings with children with complex needs to have work-force development, coaching and targeted pupil support to enable them to meet needs. Settings have informed us that they felt supported in meeting the needs of children with complex needs.



Case Study

A mother brought her 16-month-old son to a 'Healthy Child' clinic visitor clinic for weighing. The Early Years Practitioner noticed developmental delays and referred her son to the on-site Universal Therapies team. This meant the family immediately received screening and professional advice from a multidisciplinary team including an Occupational Therapist, Physiotherapist, and Speech and Language Therapist (SALT). Together they addressed the mums' concerns, identified priorities, and offered strategies to support her son's development.

The child was referred for specialist SALT support and to EISS offering a coordinated and streamlined access to services. The mother was also given practical strategies to use in daily routines enhancing her confidence and improving outcomes for the family.

"I was able to talk to a specialist straight away. The staff were all great, listened to all my concerns and had someone to help in all areas. A great place for support"
(parent)

2

Children and Young People and their families participate in decision-making about their individual plans/support

The SEND partnership has ensured there is a robust and strong engagement principle which is communicated in the partnership strategy, commitment to the school's inclusion charter and through structured involvement in EHCPs and Annual Reviews. Through assessment with health clinicians, social care and educational professionals such as Educational Psychologists, Behavioural Support Services and through support services like ECASS and EASA. This is done through creative engagement methods and strategic co-production embedding in both service planning and evaluation.

The plans for 2025:	Our progress against those plans:
<p>Work with SEN families, to produce a Communications Strategy, which include a co-produced Communications Charter outlining what to expect from the SEN service, including timescales. This will build on the newly trialled communication styles. It will also be supported by the addition of a glossary of terms. All documents will be posted on the SEND Local Offer website.</p>	<p>We have worked with 43 young people at special schools, Our Voice Event, youth centres and through a digital survey. These discussions have resulted in 9 co-produced draft principles. Work in the autumn term will finalise the project.</p> <p>The Local Offer website now features a spotlight section highlighting newly available events and publications. This includes a glossary of terms. The website has had 4757 views from 2,808 active users since January - October 2025.</p> <p>Through ECASS Rising to Reception children and families develop their own transition story</p>
<p>Continue to meet SEND families through planned bespoke events and actively promote all partnership engagement events.</p>	<p>The Local Offer has been updated with section and a requested glossary.</p>
<p>Ensure children, young people and parents can access impartial information, advice through continuing to tender SEND IASS.</p>	<p>Local Authority commissioning continues to work closely with SENDIASS to ensure an agreed delivery plan and updates provided to the SEND Partnership Board. Tendering is carried out in line with normal procurement plans to ensure no break in service delivery.</p>
<p>Provide further multidisciplinary Preparing for Adulthood (PfA) training (building on training delivered through the DfE, The Rise Programme) to ensure professionals understand the law and use a variety of tools and approaches to support the co-production of EHCPs.</p>	<p>Additional PfA training events took place throughout 2025, the most recent was a multi-agency event hosted by City College on 26 June 2026 (32 professionals in attendance). This work has been further supported through the launch of PfA guidance and an assessment tool for professionals to enable consistency in our approach.</p>





What we do, how this helps and what is the impact felt by our SEN families

Empowering children and young people and their families to participate in decision-making about their individual plans/support

The SEN Service engagement programme, partnership Preparing for Adulthood events, and health feedback processes help us connect with seldom-heard voices, respond directly to questions from SEN children, young people, and families, and shape service delivery. In addition, every family is offered a co-production meeting during the assessment process, as part of drafting their initial EHCP.

The SEN Service carries out post assessment surveys which can be completed online or through an arranged telephone interview carried out by a SEN Service officer. During recent interviews, the parents said: They found the co-production meeting helpful and indicated that their questions were answered in the meeting saying: “we had a positive experience with the SEN Service”, “I feel that I was listened to”. One parent also explained “the 20 week assessment process is long and complicated, but it was made easier by the support she received”.

Through coffee mornings, focus groups, and events like Our Voice Conferences and Preparing for Adulthood sessions, families told us what works and what needs to change. This feedback shaped clearer pathways, informed the Delivery Better Value 6 workstreams, resulted in better communication, and new EHCP templates ensuring they can actively engage in decision-making. Parent/carer input was described as “invaluable” for co-producing implementation plans and helped the Delivering Better Value Programme to:

- Design Early Years pathways and SEN support models.
- Revise the Speech & Language offer for universal and targeted provision.
- Inform technology pilots (e.g., AV1 bots for remote learning).
- Shape transition policies and Preparing for Adulthood guidance.

Families and young people were actively involved in the development of the newly launched Neurodiversity website.

Families are actively involved in decision making including during reviews or when needs change and actively engaged at joint commissioning reviews or if it is believed a Care Act reassessment is needed. Their participation ensures support remains aligned with real life needs and their lived experience.

In addition to encouraging co-production meetings, we also have 2 SEND Careers Advisors that consistently support young people in Special Schools during the Year 9 Annual Review meeting to identify future pathways and provide support to make informed choices about their future.

In the 2024/25 academic year, careers officers completed 227 annual reviews for young people aged 13–15 and provided personalised careers guidance to 530 individuals aged 13–16, as well as 71 students aged 16–19 in special schools. These sessions identified needs, supported smooth transitions between settings, and empowered young people to prepare for and make informed decisions about their future goals.



Innovative practice example: Delivering Better Value

Transition Support Plans ensure there is early identification of children who may be at risk of an unsuccessful transition.

As part of LBE's transitions offer, an annual information-sharing day brings together primary and secondary school transition leads to discuss identified pupils. This collaborative approach ensures professionals share the needs and aspirations of young people and their families with new settings, using their knowledge and the families feedback to shape accurate and meaningful plans that support successful transitions.

Transition Support Plans (TSP's):

2024/25 – 451 plans (representing 11% of Year 6)

Primary to Secondary information sharing day:

67 schools in attendance

100+ school staff attended

1,243 young people discussed

Empowering children and young people and their families to participate in decision-making about their individual plans/support continued

We support children and young people to prepare for meetings with professionals by helping them understand who they will meet and encouraging them to think about what they want to share regarding the support they want or currently receive. This can be done through sharing details about the professionals attending or asking them to complete worksheets (with help if needed) to capture their wishes, needs and aspirations.

We know this because:

1. Children and parents have told the EPS that the one-page profiles have helped the child to feel less anxious.
2. One of our SENCOs at West Grove Primary School emailed to share:

“Both the parents and the children have really enjoyed completing these and sharing it (the CDC forms – see below) with the school. I have used these pupil voice sheets in all my Spring annual reviews and will continue to do so, as I think it is really good practice and really gives the child an opportunity to feel listened to and to have their voice recorded in a much more user friendly way.”

Hello, my name is Becky
Educational Psychologist

My job is
To work with different classes and schools in Enfield. I hope to find out what you are good at and how to help you learn and feel happy at school.

What we might do together:

- Talking and listening to you and the adults in your life.
- Using games and activities to get to know you and how you learn.
- Joining your lesson to see what it is like for you.

I look forward to working with you. We will not do any work if you choose not to, and you can change your mind at any time. If you have any questions, you can ask me or an adult you trust.

People describe me as:
Calm, kind, thoughtful

What I like doing:
Cooking, baking, dancing, girls, travelling

Fun fact:
I lived in South Korea

What would I like to get better at:
Learning Spanish, being more organised, dancing

www.enfield.gov.uk

ENFIELD Council

NAME: _____ DATE: _____

WHAT PEOPLE LIKE ABOUT ME

IF I COULD... I WOULD...

WHAT I WANT IN THE FUTURE

WHAT I'M GOOD AT

WHAT NEEDS TO HAPPEN

WHAT MATTERS ISLAND

PEOPLE

THINGS TO DO

THINGS TO HAVE

NDT

Empowering children and young people and their families to participate in decision-making about their individual plans/support continued

We tailor our approach to each child's needs and the type of plan in place. For example, Children in Care are supported by an independent advocate and have access to a Designated Social Care Officer to help them identify and achieve their plans and goals. This makes sure every child and young person is **heard, understood, and empowered** to make decisions about their support. It also enables them to feel more comfortable engaging with professionals and supports Preparing for Adulthood (PfA).

The virtual school gathers feedback through surveys and Personal Education Plans (PEP's). The results are:

- 95% (18 out of 19) of children in KS1 (aged 5–7) said they had their say in the support offered to them.

This means even our youngest learners feel included and confident to share their views, building trust early on.

- 90% (45 out of 50) of Enfield's Children In Care (CIC) in KS2 felt supported by the adults around them.

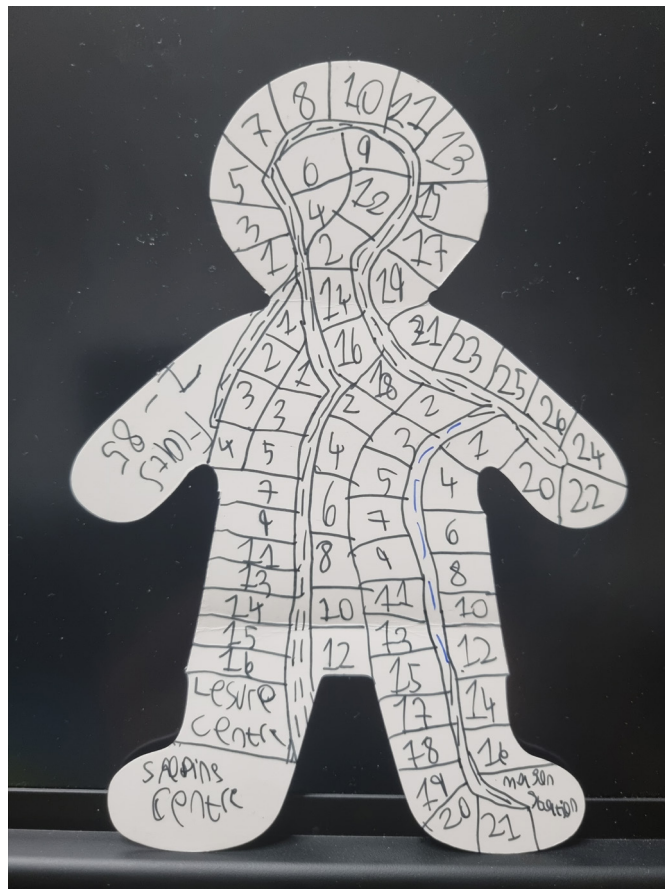
This demonstrates strong relationships and consistent care, which are vital for emotional wellbeing and stability.

- 90% (61 out of 68) of young people in KS3, including those with an EHCP, said they have enough opportunities to influence the support provided by Enfield services.

This ensures their voices shape decisions, leading to more personalised and effective plans.

- 95% (82 out of 86) of young people in KS4, including those with an EHCP, felt the level of consultation was right and that they were supported by adults.

This confirms that as young people approach adulthood, they feel empowered and prepared for transitions.



Enabling children/young people/families to be supported to understand their rights, make choices, and contribute to decision- making about their plans and support

SEND families are supported to make informed choices and contribute to decisions affecting their lives throughout the EHCNA and EHCP process. Through workforce training, professionals are able to inform children, young people and families of their rights and provide examples to ensure they can make informed decisions. These are supported by the creation of a few co-produced guidance's:



Short Breaks Assessments enable families to make choices about the types of support they may need. Support may be accessed directly from Cheviots children’s disability service or through a short breaks grant. The person-centred approach empowers the children and young people and their family to make positive choices about their support.

Over 650 families have accessed a Short Breaks Grant during 2025. Feedback from users included an improved understanding of available service and increased confidence in navigating support systems.

[Enfield Advisory Service for Autism \(EASA\)](#) supports schools, parents, and autistic young people to work together, share understanding (including their rights) and enhance the education, wellbeing and success of all autistic children and young people in Enfield. A big part of this work is providing an assessment of need and a voice for the child and young person to ensure they contribute to decision making. EASA’ deliver has been consistently effective in supporting parents as mentioned in the 2023 Ofsted/CQC inspection report.

“Very helpful resource for parents of autistic children and young people up to 25. Friendly, informative and free. I would definitely recommend this service.”



Children/ young people understand their plans and support, including intended outcomes, and why some changes are not possible

The SEN Service actively work with children, young people, and their families to make sure they can make informed decisions and fully understand the EHC Needs Assessment and Annual Review process. This includes providing access to process information, video's ([YouTube All About me peer video](#)) and co-production meetings.

The workforce is supported through strong senior leadership to understand and relay panel decisions to parents.

In our Have your Say survey, 81% of parents/carers reported being 'fully involved' or 'involved most of the time' in decision-making for their child's support, and most know who to contact if they have concerns (questionnaire was completed by 74 parents/carers in Autumn 2025).

In Enfield we work with families to help make daily reading a habit in the home. To do this we provide free book packs via the Book Trust Programme [Bookstart](#). These packs include the Shine Pack (hearing impairment), Star Pack (conditions affecting fine motor skills) and Touch Pack (visual impairment).

Young people attending NEXUS are also being recorded reading books, and these recordings will be shared with children and young people to ensure they are read to at home.

Reading campaigns are also delivered in our schools with the Enfield Reading for Pleasure Excellence Mark awarded this year to 11 schools. These initiatives ensure all SEN families and their children are supported to learn skills to help read and contribute to their EHCP both during the assessment but also during Annual Reviews.



The SEN Service engagement programme events have also given parents an opportunity to meet with staff and discuss case-based concerns.

During 2025, we met with over 75 families through the engagement programme, New to SEND and New to EHCP events. These opportunities, along with Our Voice events, co-production meetings and other partners events, enable open discussion about rights, universal and targeted provision as well as a strength-based approach. This is in addition to the parents' meet at coffee mornings and other school-initiated events.

Our Voice also deliver educational sessions during its monthly drop-ins at the Youth and Family Hub in Ponders End, often collaborating with other providers to ensure parent/carers need are met – see below:

3

Children and Young People receive the right help and support at the right time

The Enfield SEND Partnership is guided by a clear vision: to ensure that children and young people with SEND have high aspirations and achieve positive lifelong outcomes. This is underpinned by the principle of delivering the **right support, in the right place, at the right time.**

The plans for 2025:	Our progress against those plans:
<p>Continue to focus on planned work to ensure high quality annual reviews are completed within statutory timelines. This includes updates to the educational settings annual review templates and application of tools acquired through the recent Preparing for Adulthood training.</p>	<p>We have updated our Post 14 Annual Review template for young people transitioning to college. This has been reviewed by Capel Manor College young people and is now in use.</p> <p>During spring and summer term (2025), 2051 Annual Reviews were carried out by settings.</p>
<p>To commission an impartial review of speech and language services to ensure that children and young people have access to speech and language in a range of ways without the need for statutory support.</p>	<p>We have used the framework of DBV to commission an impartial review of S&L. A final report with recommendations was presented to senior leaders and then wider partners and stakeholders in November 2025.</p>
<p>Continue to monitor children on reduced timetables and produce guidance for families so they understand their legal rights.</p>	<p>We have produced reduced timetable guidance for Schools and Colleges (September 2025) aiming to clarify protocol, reduce their use and support full-time inclusion has been launched in Enfield Schools.</p> <p>We produce monthly reports to monitor children and young people's progress, and we have carried out monitoring with schools from admission's termly updates across the early years, primary and secondary sectors</p>
<p>Design an assessment tool to be used with young people aged 14 to identify and plan future pathways for those who will not meet the threshold of the Care Act 2014.</p>	<p>Work is underway with a multi-agency group, led by the Designated Clinical Officer (DCO) to establish a robust pathway supported by an associated assessment form designed to prevent duplication.</p> <p>The partnership has also developed a Post-14 Annual Review template to enable young people and their family to think about future careers and next steps. This template has been reviewed by Capel Manor College and young people.</p>





What we do, how this helps and what is the impact felt by our SEN families

EHC Plans are developed, and support is provided in a timely way, and it meets children and young people's needs

Over the past 3 years, the 20-week timeline for an EHC Needs Assessment has remained well above the London and national average. In 2024 85.4% of requests for assessment (including exceptional cases) were completed within 20 weeks. This was 39.5% points above England and the highest among statistical neighbours.

The annual review MAC (maintain, amend or cease) decisions are made within 4 weeks after the Annual Review meeting. 66.5% of the time (October 2025) –the London average was 40% (2025 SEN2).

Timely assessments mean children and young people receive the help they need without delay, reducing the risk of unmet needs escalating. It also fosters trust in the system and reduces stress.

Education, health and social care agencies are fully involved in the production of the EHCP. Schools provide outcome advice at the request process.

The partnership is proud of the quality of advice received and there is an extensive Quality Assurance process in place. Globally, managed by the SEN service and each agency also having a robust QA process in place.

In 2024 we had 1023 requests for an EHC Needs Assessment and 1,024 request during 2025. Requests vary from month to month, with some months seeing over 100. Increase demand impacted on our timeline and whilst we are still above national average, we are not where we want to be.

To mitigate against the demand, Health professionals, the Educational Psychology Service (EPS), and our speech and language service have agreed a shared approach so that advice supports the creation of person-centred, aspirational EHCPs.

Educational Psychology have also put into place a variety of mitigations to free up additional time and further utilise recent assessments.

We have made use of the CPP programme to trial new ways of working, resulting in increasing the workforce by 1 EP and 2 additional SEN officers.

An example is the additional support offered by ECASS to meet the statutory need. As of July 2025, they have supported 397 children in Enfield settings as detailed below:

- 18 EYFS CYP
- 109 KS1 CYP
- 192 KS2 CYP
- 50 KS3 CYP
- 24 KS4 CYP
- 4 Post 16 CYP



[Verbo](#) –is an online speech and language therapy toolkit that empowers education staff to be able to identify children's communication needs early and provide the right package of support at the right time.

Through ECASS support, 30% of children have achieved their speech and language targets and 70% are working towards their targets.

Children and young people receive support based on their identified needs when they are awaiting assessment

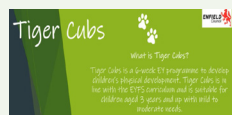
Enfield has a range of partners outside of the statutory offer that meets the needs of children and young people. Examples include: EISS, EASA, EPS, ECASS, MHST, Health Waiting Room. We also have [One to One Enfield](#) which support young people and adults with Learning Difficulties and Autism. 60% of the Board of Trustees have lived experience.

Developments over this year have resulted in a new ICB Parent pre- and post- diagnostic and psychoeducation programme (pilot) delivered for NCL parents and carers. This adds further strength to our 'peer parents' work with families to support them in using the neuro diverse diagnostic pathway before and after diagnosis (recognised by Ofsted/CQC).

For younger children we have a robust multi-agency approach to support individuals and their families during this time.

The Play and Communication screening tool delivered through Youth & Family Hubs to identify speech, language, and communication needs (SLCN) ensures families are supported through attendance of the corresponding Play and Communication Programme. These are commissioned to deliver 800 assessments per year.

Local Authority Early Years also offer Early Talk, Early Talk Boost and Early Words Together to provide support whilst the child is being assessed.



Tiger Cubs is an early years intervention programme in Enfield that provides training, coaching, and targeted support for children with complex needs. It is part of a wider strategy to build capacity in early years settings and ensure inclusive, needs-led provision for SEND children.

Educational Psychology have also put into place a variety of mitigations to free up additional time and further utilise recent Mainstream schools have access to a range of Local Authority funded services to support pupils individual needs, including special school outreach, [Enfield Communication Advisory Support Service](#) (ECASS), [Enfield Advisory Service for Autism](#) (EASA), Supporting Wellbeing, Emotional Regulation and Readiness for Learning (Behaviour Support Service), [Secondary Behaviour Support Service](#), SEN Advisors and E-TIPSS.

The **Health, Education and Access to Resources Team (HEART)**, a dedicated multi-disciplinary team for Children In Care and care leavers, works to ensure that children receive the right help at the right time, aiming to avoid entrenchment of difficulties.

To ensure plan support transition, 17-year-olds in special schools complete an Early Notification Form (ENF) to assess eligibility for future support including Care Act Assessments.

In 2025 (until 20 August 2025), 127 referrals were received by the Transition Operational Group (TOG). The **TOG** coordinates multi-agency planning for young people moving from children's services.



Innovative practice example: Partnership for Inclusion of Neurodiversity in Schools (PINS)

During 2025, PINS strengthened early identification and timely support by introducing **school self assessments**, **parent/carer surveys**, and **termly engagement sessions**, enabling needs to be identified quickly and acted on without delay. Each participating school then received **37.5 hours of targeted multi-agency intervention**, tailored to the priorities emerging from these assessments, ensuring children accessed support promptly and proportionately. Delivery was enhanced through highly effective integrated working between EASA, Educational Psychology, Add Primary Inclusion Support Service (previously known as SWERRL), health partners and the Parent Carer Forum, enabling more coordinated support.



Innovative practice example: Family Hubs Family Navigator

At Craig Park, Ponders End Youth and Family Hubs, a Family Navigator is in place to act as a single point of contact for families and young people. Their role is to help navigate the early help system, connect families to available support, and signpost to specialist services such as SEND where needed.

Due to their evidenced success, all five Family Hubs will each have a Family Navigator.

Since their launch, Family Hub Navigators have supported 2,550 families by identifying individual needs, removing barriers to engagement, and connecting families to appropriate services

Plans and support are coordinated within and, where necessary across providers and services, and are based on a shared understanding of the child or young person

Established multi- agency process and decision-making panels ensure shared understanding and enable timely coordinated support. TOG and the newly established CAMHS Transition Pathway (to Adult Mental Health) support young people through the child to adult services transition. Others are more task specific such as: SEN Panel, EZRAP partnership panel for babies and “the Fair Access Panel in Enfield delivers a transparent and collaborative process to decide if a move between providers is in the best interests of a child or young person” (Ofsted/CQC)

The partnership takes a coordinated, needs-led approach to support delivery, underpinned by the established roles of the **Designated Clinical Officer (DCO)** and **Designated Social Care Officer (DSCO)**.

The SEN Panel brings together a range of expertise from education, health, and social care, providing a holistic understanding of the child or young person’s needs. As a result, plans and support are aligned, where necessary, across providers and services, based on a shared and comprehensive understanding of the child’s needs.

The **Transition Partnership Board (previously called TIG)** supports a smooth transition for children and young people with SEND, aligning with the partnership’s strategic priorities. The partnership commissions and signposts **Home and Hospital Tuition Service (HHTS)** to maintain education when a pupil’s education is interrupted by illness/hospitalisation.

Although adult-focused capacity is managed by Integrated Discharge Teams and enablement services, the Transition Partnership Board’s role is **to link children’s hospital or clinical activity with education and social care planning**. This makes sure that discharge arrangements, such as therapies, equipment, and/or community support are shared with schools and the SEN Service so they can support the transition planning, particularly for young people aged 16–18.

The **Continuing Care Panel** is a multi-agency decision-making body. This ensures that children and young people with complex health needs receive coordinated and appropriate support. The panel reviews comprehensive assessments and jointly agree packages of care that align with Education, Health and Care (EHC) plans, ensuring provision is based on a shared understanding of the child’s needs.

Health Services discharge letters are routinely received by the SEN Service and used to inform Annual Review meetings, ensuring that the EHCP reflects current needs. Through monthly multi-agency audits conducted as part of the Quality Assurance framework, the partnership reviews the EHCP offer to identify gaps in provision and opportunities for enhanced professional collaboration.

The **Youth Justice Service (YJS)** works in partnership with CAMHS, Educational Psychology, Speech and Language Therapy, substance misuse services, and other health providers, to enable timely assessments, shared understanding of need and appropriate support interventions. Regular consultation and joint learning sessions equip staff with trauma-informed practice and SEND expertise, enabling reasonable adjustments and accessible communication. Adaptations such as calming custody environments, predictable routines, and SEND-informed pre-sentence reports ensure children’s needs are understood and met. This collaborative model reduces reoffending, safeguards vulnerable children, and improves engagement with education, health, and social care services.

EHC Plans and strategies and support to children and young people are regularly reviewed and updated to reflect changes in children and young people's skills, independence, understanding and other factors in their lives, including reduced support in line with reduced need where appropriate

Over the last year, the partnership focus has been on our total EHCP offer. We have **audited all post 14 cases, EHE and EOTAS packages** and the statutory assessment team.

In post 14, there is a renewed focus on person centred planning, progress in the timeliness of annual reviews and the quality of the EHCPs content. This audit process has identified progress in all areas and led the service to update guidance and strengthened our offer in areas such as PfA. This enables us to ensuring consistency in our approach and equity across the different educational settings.

We have made good progress with our timelines with 80% of Annual Reviews were actioned by the SEN Service (SEN2 2025).

We have increased training to our EPS and health colleagues on the post 14 offer, to ensure regularity in objective writing, a better understanding of different learning environments and build on the support we received from RISE in 2024.

We have trained all our schools on the Annual Review process (the most recent training being held in November 2025) to ensure full understanding of the process (including amendments), enable consistency and clarity in quality, increase timeliness and make sure we are supporting stretch and ambition for children and young people.

The SEN Service regularly reviews the borough's education attainment data (LA Data Matrix) alongside service provider information, while also focusing on individual plans and SEN family feedback. This approach provides a "360-approach" informing service development and supports detailed trend analysis ensuring we regularly review provision.

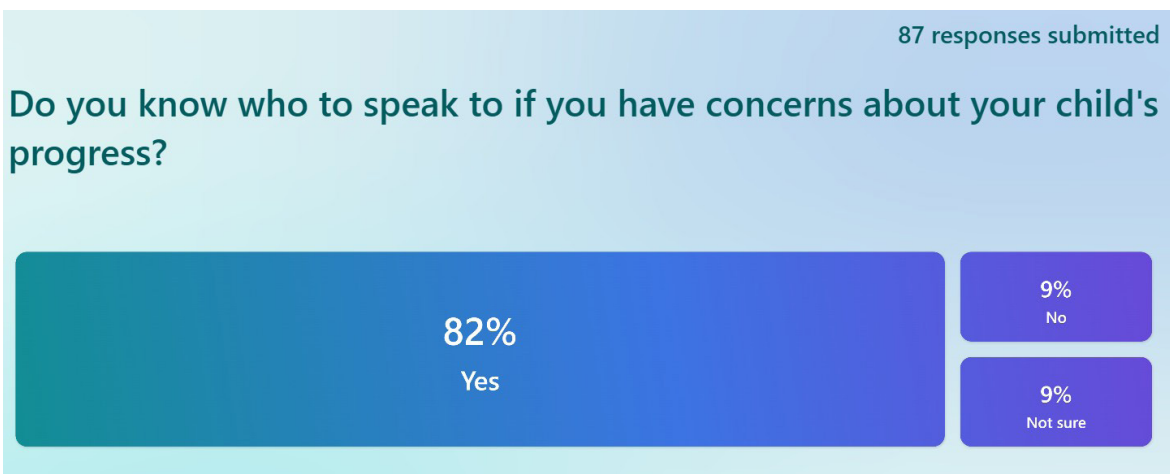
In the August 2025 DfE Data Matrix, we were Quartile A (top quartile) for:

- Foundation Stage = good level of development SEN for both SEN Support and EHCP
- Key Stage 2 (KS2) = Reading, Writing and Math's for both SEN Support and EHCP

Service data is also collected to review impact and make sure we are meeting children and young people's needs:

- **81%** of ECASS Target Schools achieved the national average score for KS1 Phonics screening compared to **45%** of non ECASS schools
- **77%** of ECASS Target Schools achieved the London average score for KS1 Phonics Screening, when compared to **40%** of non ECASS schools.

NOTE: 5 ECASS schools did not make National or London Average, however with the removal of non-verbal SRP and Unit CYP who were not eligible to take the phonics screening check, 99% ECASS schools will have scored above National and London.



The wider needs of the child or young person's family are considered, and barriers to learning and participation are addressed.

Early intervention to support young children with SEND can reduce the gap in outcomes between them and their peers, improve overall socio-emotional and physical wellbeing especially if delivered by age of 3 years. It is important that practitioners focus on communication and, language for all children and, particularly for those who do not benefit from a rich vocabulary at home.

LASSEY is a well-established intervention designed to support children with moderate speech, language and communication needs (SLCN) and delayed social skills. It is running in 26 nursery settings and tailored specifically for younger children, with an added emphasis on physical development due to its link with better emotional regulation and achievement. Children show progress after just one term with settings reporting visible improvements in communication and social interaction

EISS, along with ECASS and EASA, provides **holistic support** to families by empowering them through training and co-production.

A new Local Inclusion Support Offer (LISO), funded through the Change Partnership Programme, is designed meet the wider needs of families through a variety of professionals including a Family Worker.

Many schools' host coffee mornings. The SEN Service, along with Our Voice, EASA and other partners attend to provide advice and answer questions. Over the last 12 months attendance has included West Grove Primary School, Delta Primary School, Fern House School and Freezywater, St George's CofE Primary School.

SEN Panel decisions not only support the child but also consider the wider family, through collaboration with the DSCO, by extending the offer to include Early Help, Cheviots, and Adult Social Care services where needed. SEN and Social Care ensure that 'Team around the family' (TAF) meetings occur to support families to voice their support needs.

CAMHS provides advice and signposting to neurodiverse materials to support the child, young person or their family.

Cheviots provides support to families to access summer holiday support and have developed:

- Sleep Hygiene – 8 staff trained and will start running a sleep clinic
- Bikeability in the summer/football, swimming
- Enfield now has five Hubs (Carterhatch, De Bohun, Eldon, Ponders End, and Craig Park) fully operational by April 2025. These provide integrated services for families from pregnancy up to age 19 (or 25 for SEND), including health, parenting, early education, and cost-of-living support. 93% of parents reporting a positive impact on wellbeing and parenting.

We have collaborated with families and educational settings to clearly define the scope of health services, outlining what support is available, how it will be provided, and how the delivery may adapt or finish in response to individual needs or changes as young people transition into adult services.

Holiday Activities and Food Programme (HAF), funded by the Department for Education runs through Easter, Summer, and Winter holidays, providing free meals and activities for children eligible for benefits-related, Free School Meals (FSM). Delivery is through schools, youth services, and commissioned providers, with around 44 locations per holiday period and 27 providers involved.

Additional food support is sourced from partners like **The Felix Project and The Mayor's Fund**, ensuring families can take food home. There are community foodbanks and pantries (e.g., North Enfield Foodbank, Ordnance Road Pantry, Bounces Road Pantry) operating year-round, some of which extend services during holidays.

Extensive collaboration with **the Parent Carer Forum** (Eldon) has helped us better understand and adapt our provision. Their input has also been instrumental in identifying what should be included in our New to SEND and delivery service.

To promote positive school attendance, Admissions and SEN work together to identify children and young people who are not attending as expected and address this collaboratively with schools and families. Attendance is monitored through **DfE WONDE and Studybugs**, enabling early detection of changes and timely, supportive conversations where needed. As of 14 October 2025, Studybugs data shows that 10% of the EHCP cohort had at least one absence since the start of term, and 28 pupils had been absent for 10 consecutive days or more.

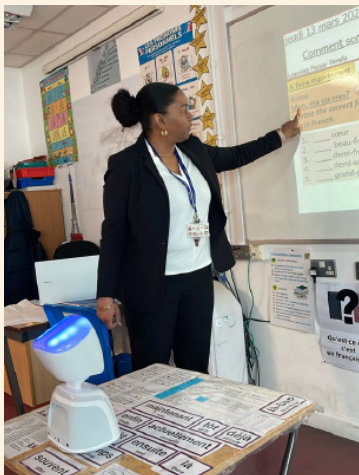
Case Study - AV1 bots

At the start of Year 7, the young person experienced significant emotionally based school non-attendance preventing access to secondary education and social interaction. A multi-agency team then monitored attendance and supported the EHCP application.

Following the rollout of AV1 bots in Enfield, the school secured one to aid access to learning. This device supported phased reintegration into school.

The young person engaged with lessons via the AV1 bot, which helped: build confidence, familiarity with the school environment, and peer connections.

Due to its success this has progressed into a hybrid learning model, combining AV1 use with in-person attendance.



Increased attendance:

- September-24 to March-25 = 17.7%
- March-25 to July-25 = 76.6%

“I’m now going to at least six lessons a week in person, and I’ve started to build friendships I never thought I’d have a few months ago. Using the Bot has really helped me feel part of the class again and given me the confidence to join in more.”

“The Bot has changed the child’s thoughts about school. It has also shown the environment of each class including noise levels and the class teacher without causing any distress or anxiety to her. She is enjoying using the bot to slowly integrate back into school.”

Tailored timely support can be accessed by schools to support those that become less engaged. These include: [Primary Inclusion Support Service](#) (previously known as SWERRL) and [Secondary Inclusion Support Service](#) (previously known as SBSS).



The Virtual School has increased the EPS time to support those LAC with SEND out of borough where there are barriers in other local authorities in meeting their needs in a timely manner.

Advice I would give to someone who is struggling to come to school

- Try to do things that make you happy like drawing
- To not be scared to ask a teacher to step out and take a breath because it's needed
- Don't be scared to open up to people
- Don't give up even though it is hard and seems impossible
- Don't push yourself too fast if you are anxious
- Start with the small things

Enfield has a zero permanent exclusion goal which is achieved through strong working relationships and “well-established and well-regarded range of services to support pupils whose behaviour puts them at risk of exclusion” (Ofsted/CQC).



We know that across Enfield, 15% of children aged 16 and under live in low-income families. In conjunction with the LA Youth Development Services, the Summer Uni programme is free and fully inclusive. The DfE funded **Holiday Activities and Food Programme (HAF)** offers free activities during school holidays for children from reception to year 11 who receive benefits-related free school meals.

Other activities are also available at reduced rates or tailored to individual groups needs.



Innovative practice example: iPad usage in Russet House Special School



iPads are used as Digital AAC (Augmentative and Alternative Communication) tools, providing a voice for children who find spoken communication difficult or impossible. They strengthen pupils’ ability to express their needs and preferences, support their independence, and build key skills that prepare them for adulthood.

Over the last 12 month there has been a 650% increase in the use of digital of iPads for communication:

- Dec-24 – 2 classes
- July-25 – 15 classes

4

Children and young people are well prepared for their next steps and achieve strong outcomes

The partnership, through a person-centred approach, has strengthened its Preparing for Adulthood (PfA) offer, captured children and young people’s ambitions and ensured objectives enable them to pursue these in a planned and holistic way. This has been evidenced through continued multi-partnership training.

The plans for 2025:	Our progress against those plans:
Commence a longitudinal case study (with 5 new children and young people) enabling us to have a deeper insight into the experiences of our SEND children as they progress through the service. This will enable us to have a unique insight into the impact of our support and the outcomes, informing any future changes to our services which will improve the wider experience for all.	We are now in year 2 of the Longitudinal Study and are understanding our families’ experiences of the SEND System post the statutory assessment and during their annual review process. Feedback has informed provision with regards to ensuring the child’s full engagement during the annual review process and informing the information provided to parents/carers attending the New to EHCP event and new to SEND as well as continue with our Twilight Sessions
Develop a partnership transition pathway, through the Delivering Better Value programme, to improve the experience of children and young people and address parental concern.	The DBV programme have commissioned the impartial review resulting in a final report with recommendations being presented to the SEND Partnership Board in October 2025.
Expand the travel assistance team’s knowledge of independent travel needs through training from the specialist school nursing team.	Enfield regularly reviews it’s Getting to School Policy to ensure that transportation requirements are effectively managed. This includes needs-led training for staff
Utilise the new Case Management System portal to enable children and young people and their families to have greater involvement in their EHCP and the Annual Review process. This should improve outcomes and co-production.	The new Case Management System is due to go live in March 2026. This will allow children, young people and families to access their EHC Needs Assessment, development of the EHCP and the Annual Review process
Develop an outcomes framework to capture progress and the range of soft skills that children and young people are achieving whilst supported.	The outcomes framework benchmarking is complete, and drafting is underway.
Increase access to Internships.	Work has been carried out with settings and our families to identify need and develop the offer.





What we do, how this helps and what is the impact felt by our SEN families

The child's/young person's most important outcomes are understood as are their ambitions and these are reflected in support and plans with details extending past the number of hours per service provider.

The partnership uses a person-centred approach to identify the child or young person's preference and concerns. These are then addressed through identified provision and incorporating Preparing for Adulthood into their outcomes from early years onwards. The partnership has evidenced this through:

Children and their families are fully involved throughout the process, from initial assessment to the completion of the EHCP and Annual Reviews. This involvement can include:

- **Health and therapy professionals** who meet all children to carry out assessments and provide advice, including recommendations for support.
- **Educational Psychologists (EPs)** who undertake assessments for every child and young person or draw on knowledge gained through previous engagement where appropriate.
- **Specialist services**, such as EASA and ECASS, that contribute evidence based on their observations of the child or young person's needs.

All support services use a range of mechanisms to support ambition, including PFA Guidance, Ordinary Available Provision, Trauma Informed Practice and ARC Framework. EASA also makes use of the Autism Education Trust framework.

All SEN Staff are trained on a fortnightly basis to understand their roles to enable them to write quality EHCPs that stand up to the rigour set out by quality assurance framework, that supports stretch and ambition.

Wider SENCO training is delivered to support stretch and ambition and its delivery, and example of this is the ADHD delivered by the Schools and Early Years Improvement Service (SEYIS).

All delivery is underpinned by the SEN Strategy, Autism Strategy, Council Plan and the NHS Long Term Plan.

The voice of the child is captured through Council for Disabled Children (CDC) produced resources in addition to professionals using a range of tools including talking mats etc. Families are encouraged to be at the heart of the process.

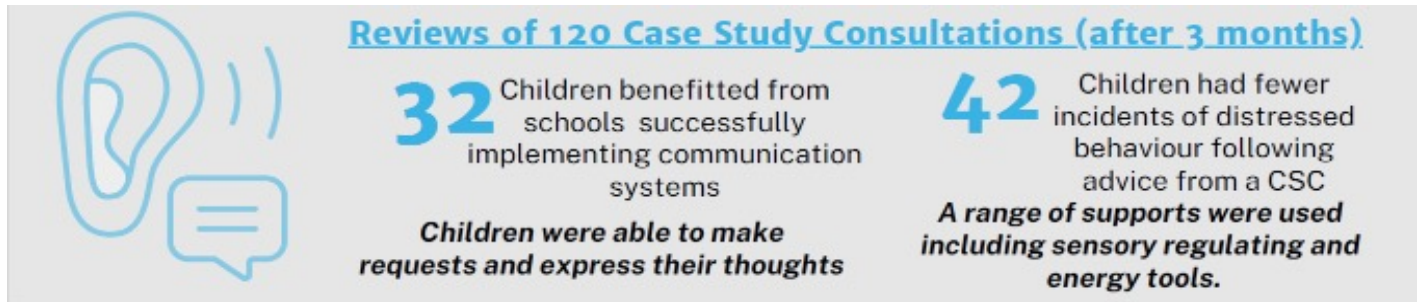
The **monthly Partnership Quality Assurance audits and SEN Service audits** enable us to ensure the voice of the child is evident and their aspirations run through plans as a Golden Thread. **Longitudinal studies and tracking audits** enable us to ensure this is also true over several years so we can understand the impact of the EHCP for the individual and review the decision made and partnership offer.

The child's/young person's most important outcomes are understood as are their ambitions and these are reflected in support and plans with details extending past the number of hours per service provider.

Quality assurance checks evidence that plans show specificity concerning provision, listing detailed SALT advice (when appropriate) and listing non ordinarily available provision (OAP) that is tailored to meet need. In a recent DBV audit on Primary schools aged pupils EHCPs, **81% of plans finalised in the past year do not contain any OAP in section F.**

EASA

Our mission is to empower the education workforce, parents and autistic young people to work together, share understanding and create opportunities to enhance the education, wellbeing and success of all autistic children and young people in Enfield.



Case Study - Attendance Support Unit (ASU)

E was referred to the Section 19 panel due to suffering autistic burnout from mainstream schooling. This was supported by a second Educational Psychology assessment; an EHC Needs Assessment was requested and the young person was referred to ASU. This setting enabled them to receive tailored support including small classes, 1:2:1 assistance, sensory-friendly settings, and CAMHS input. An EHCP was issued, and with parental co-production, E repeated Year 10. They transitioned successfully to Year 11 and are attending GCSE classes in mainstream after time in the ARP, with excellent attendance and progress.

We are deeply grateful for the time, care, and attention to detail you have devoted to this work. Your dedication to keeping X at the heart of the report is evident, and it means a great deal to us.

S & K (Mum and dad)

We're also incredibly grateful to you and everyone at ASU for your continued support and for being such a meaningful part of this journey with us. Both we and X will be quite sad when it's time for him to move on, and we really hope we can arrange a proper goodbye and thank you in person.

S & K (Mum and dad)

Children/ young people are supported before & during any point of transition, including when they will no longer be eligible for a service

The partnership has continued to focus on supporting transition between educational settings and has recently produced several policies and guidances to ensure consistency.



Young people and their families are encouraged to think about next steps throughout their lives, and **our EHCPs list outcomes against the four pillars of PFA**. To support these decisions, the partnership runs many events for children, young people and their families. For example: EISS supports the transition from home to their first setting, ECASS delivers the Rising to Reception programme and Early Years Service support transition to reception. Year 5 phase transfer discussions, the successful start to Secondary process all support phase transfers and specialist careers offer for those with an EHCP at Year 9 helps pupils to make informed choices about their future. There are transition events for post 14 and an internship programme that offers support to young people to transition into employment.

Transition Journey into Adult Health & Social Care
 Angel Community Centre
 Raynham Road, Edmonton, N18 2JF
 22nd October 2025
 10.00am – 2.00pm

Are you looking for the answer to these questions and more? Come along this event and you will be able to meet a number of providers who can support young people with disabilities. Talking to these providers will help you and your young person to think about what they would like to do in the future and who they would like to support them in adulthood.

There will be some presentations and young people will speak about how they spend their days. This will be followed by a relaxed, market place event. Everyone is keen to make sure you have the information you need to help your young person transition into adulthood with the right support in place.



During the academic year of 2024/5: The Rise to Reception project reached 168 parents from diverse cultural, linguistic and cognitive backgrounds.

One parent reported, 'These sessions have been incredibly helpful for me. I have a list of tips now that will help our family. The ECASS team and guest speakers have been so knowledgeable and lovely - thank you to all of them for sharing their advice and experiences, these sessions have been so reassuring for me and I am so grateful.'

Is your child starting Reception in September 2025?

RISING TO RECEPTION

Are you worried about your child's development and readiness for school?

Is your child known to the preschool speech and language therapy team in Enfield?

Is your child's birthday between 1st September 2020 and 31st August 2021?

Please sign up for Rising to Reception events to receive invitations via text or email.

Invitations will come directly to your device for each session.

PREPARING FOR ADULTHOOD

Preparing for Adulthood for Young People aged 14+

The transition of young people with SEND to Adulthood

Information Booklet
2025/2026

www.enfield.gov.uk

North Central London Integrated Care System

ENFIELD Council

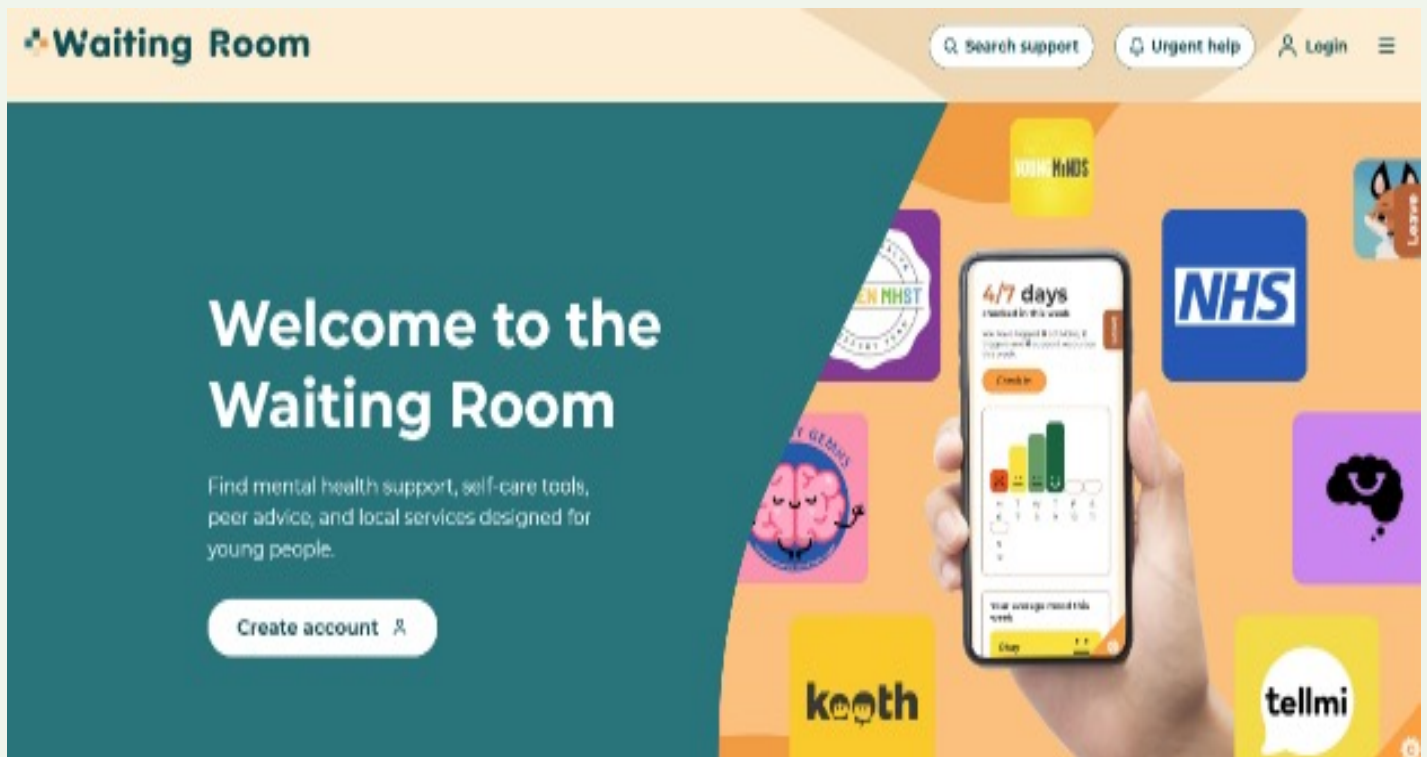
Ensuring that children and young people know which setting they will move to between phases helps them plan and get the right support. A total of 387 phase transfers were completed for our Pre-14 cohort by the 14 February deadline, and 240 transfers were completed for our Post-14 cohort by the 31 March deadline.

The **Inclusive Employment Board** was restructured in September 2025 and now reports to the SEND Partnership Board. It is a multi-agency, target-driven group comprising SEN education, social care, schools, the community and voluntary sector, and parent advocates. Its purpose is to shape and influence the employment offer ensuring it offers breadth and meaningful opportunities. It also coordinates employer engagement across the local authority.

Our education, health and social care partners continue to strengthen the transition process to adult services through; reviewing the therapies and health18-25 pathway, This has led to a new NCL ICB [waiting room](#) .

The Transition Operational Group (TOG) coordinates planning for young people moving from children to adult services. In 2025, 127 referrals were received, enabling the resulting planning to reduce disruption and anxiety, and supporting continuity of care and life skills development.

Between January and October 2025, Enfield **CAMHS** transitioned 79, 18–25-year-old young people on to their next steps. 33 transitioned to Adult Mental Health Services other destinations included social care and discharge.



From an early age, children and young people develop the knowledge, skills and behaviours necessary to prepare for greater independence and adulthood, including in the areas of further and higher education, employment, more independent living, good health, positive relationships and participation in society.

The partnership has a commitment to ensure that the four pillars of PFA are included in all areas of the Local Offer. We have developed an early years PFA protocol as well as an all-age protocol which has been agreed upon with our partners. This sets out our ambition to support our children and young people to meet and achieve their agreed milestones.

The partnership offers;

- “For young people the ambition starts in their EHCPs and to support this there are at **transition independent living opportunities, pre-internships and internships as well as a wide-reaching college offer to improve independence** “
- Children and young people have access to independent travel training and a range of activities in their community. A promotional video can be accessed [here](#).
- A holiday cycling club to help SEND children and young people gain new and improved cycling skills using adapted bikes (if needed). This is delivered through partnership working between the Local Authorities Healthy Streets Team, Service for Disabled Children and Bikeworks (cycling social enterprise).

We know we are preparing young people for their future because:

Of the 441 post-14 EHCPs ceased in the first 7 months of 2025, 44 young people moved onto Higher Education and 47 moved onto paid employment.

10% of 19 -25-year-olds with EHCPs are in supportive internships/training, 64% are in education.

Almost 9 in ten adults receiving long term support for learning disabilities in Enfield live at home or with family. This now ranks top among statistical neighbours (MIME 2025).

For young adults, **Equals Employment Service** is part of the Enfield Integrated Learning Disability Service, supporting adults with learning disabilities into work and providing ongoing in-work support. It helps with vocational profiling, job matching, interview preparation, and workplace adjustments. The team includes health and social care professionals, occupational therapists, and employment advisors all working together to provide a holistic package.

As of September 2025, 65 young people are enrolled in a **West Lea supported internship**, with potential for further expansion. The programme is designed to build work confidence and equip young people with the skills they need to thrive in the workplace. It also includes travel training to ensure independent access to future employment opportunities.



5

Children and young people with SEND are valued, visible and included in their communities

The SEND partnership has ensured there is a robust and strong inclusion focus which is communicated in the partnership strategy, our commitment to the school's inclusion charter, consistent evaluation and feedback from our parents and young people and through the establishment of Specially Resourced Provision which has seen over 330 young people placed in mainstream settings.

The plans for 2025:	Our progress against those plans:
<p>Continue to increase the number and type of holiday activities for SEND children and young people, through including the SEND & Short breaks team in the Holiday and Activities Funding (HAF) steering Group.</p>	<p>We are now in year 2 of the Longitudinal Study and are understanding our families' experiences of the SEND System post the statutory assessment and during their annual review process. Feedback has informed provision with regards to ensuring the child's full engagement during the annual review process and informing the information provided to parents/carers attending the New to EHCP event and new to SEND as well as continue with our Twilight Sessions</p>
<p>Ensure our children, young people and their families are aware of the opportunities available to them through strengthening communication channels and style. This includes working in co-production with our families to review the current SEND Local Offer, identifying an appropriate engagement platform and the development of a Communications strategy.</p>	<p>We have consulted with 43 young people to create a draft Communication Charter. This has 9 principles, and we are now working with young people to refine the wording ready for a 2026 launch.</p> <p>We are delivering our multiagency Twilight sessions from different community locations, Our Voice is expanding Parent Forum events, and the partnership is working closer with Family Hubs to offer needs led activities from their premises. These are delivered alongside our 'New to SEND' sessions and EHCP workshops. All these opportunities allow us to hear parents' voices and work together to strengthen support for children and young people.</p>
<p>Continue to increase our Specially Resourced Provision with a stronger focus on Secondary places.</p>	<p>We currently have 23 Specially Resource Provisions (SRPs), including 5 Designated Units and 2 Deaf Resource Bases within our mainstream schools. In 2024/5 we created 24 new places, with a further 46 created in September 2025 (total of 332 places). Three secondary schools are already part of this offer, and 2 more applications have been received for the 2026/27 academic year. Further expansion remains a key commitment of the partnership over the next 12 months.</p>





What we do, how this helps and what is the impact felt by our SEN families

Children/young people and parents/carers understand what community activities are available

To make sure we reach as many SEN families as possible, the partnership co-ordinates and uses all available communication channels to share information about upcoming events, activities, and engagement opportunities. Examples include Our Voice Newsletter, new SEND Partnership newsletter, Early Help directory and the following websites: SEND Local Offer, Family Hubs (part of the Start for Life programme, funded by the Department for Education and Department of Health and Social Care) and Youth Development Service website.

The SEND Local Offer website is advertised in emails, through newsletters and at school parent/carer coffee morning. It has received 4,757 views from 2,808 active users between January and October 2025. Each user spent on average 29 minutes using the website.

Information concerning engagement events and newsletters are also circulated to SEN families (SEN Support and EHCP) through SENCOS both in and out of borough schools. The most recent mailing was distributed to 97 schools within the borough and 256 schools outside the borough, ensuring equitable access to information.

Engagement events are hosted in venues offering activities tailored for children and young people with SEND. This approach allows families to access information while exploring new facilities and learning about new services. Recent events have taken place at [Cheviots](#) and [Enfield Library](#).

Examples of specialist provision include the sensory play areas at both venues (the images below are taken from Enfield Library);



Our Voice (parent carer network) have worked with the Local Authorities Youth Development Service to extend the Summer Uni offer to ensure activities are inclusive and identify SEND specific opportunities supporting our more complex children and young people. These events were advertised by Our Voice, listed on the Youth Development Service website and on the SEND Local Offer Website. They were also shared by the SEN Service.

SEN children and young people were given priority booking on all the events before it was opened to public bookings options.

- Bikeability in the summer/football, swimming
- Edmonton Parents, free tickets to Chicken Shed and Social Care doing free travel assistance.



Children/ young people are supported to participate, where appropriate, in activities, and to make friends/ develop positive relationships

The partnership has committed to ensuring community inclusion under Priority 3 of its strategy, and strategically ensures that there are appropriate SEND activities available in Enfield through its Local Area Improvement Plan (linked to the SEND strategy) and by having parents as part of our SEN Boards. The borough Inclusion Charter is also being adopted by our Youth Development Service to ensure all provisions meet their accessibility criteria.

95% of Enfield's schools have signed up to the [Inclusion Charter](#) to make sure that our children and young people are fully included in their settings. We have also had two schools, Houndsfield Primary School and Winchmore School receive recognition from LiA for their current "Investing in Inclusion" practice resulting in a grant allocation (awarded Dec 2025).

EISS run 6 groups per week (term time) to support families and children to participate in events, develop positive relationships and gain confidence, Cheviots linked swimming sessions and Summer Break grants. There is also negotiated access to the Tottenham Hotspurs Foundation (see flyer below).

Our Family Hubs in Enfield offer **SEND-specific stay and play sessions** designed to be inclusive, accessible, and responsive to the needs of children with SEND and their families. These sessions are structured to accommodate a wide range of needs, including sensory play areas and adapted activities that encourage participation and social interaction.

Children and young people's views and wishes help to steer provision. This has led to the below programmes being developed.



The Virtual School ensures all Children in Care, including those with SEND, are provided with an inclusive education and extra-curricular opportunities.

Activities like **Achievement Days**, sensory room sessions, and multi-agency planning meetings create spaces for children to interact socially and celebrate success. They also work with **Educational Psychology, Speech and Language Therapy, and health services** to provide holistic care, which includes opportunities for peer interaction and confidence-building.

70 Children in Care attended the Achievement Day, including those with EHCPs and SEN needs.

Children and young people are supported to develop their confidence, resilience, and knowledge, so that they can participate in universal and specialist activities as appropriate.

The partnership approach to invest in **Specially Resourced Provisions (SRPs) and Designated Units** evidence its commitment to support our children and young people to have consistent access to universal and specialist activities in their mainstream schools with the opportunity to integrate within the school community.

5: Summary of what has been delivered in 2024-25



23

Specialist provisions
in mainstream schools
across Enfield

283

Specialist places available
across the primary and
secondary settings

19

Specialist training
sessions targeting
practice in provisions

The **Youth Development Service Leadership Academy** is empowering young people with Special Educational Needs and Disabilities (SEND) to participate in decision-making, ensuring their voices are heard. Through coproduction, young people play a central role in shaping the services that affect them.

Over 5 of the academy participants have SEND and are also involved in the borough-wide Enfield Youth Council, contributing to youth-led initiatives across Enfield.

Recently, the Youth Development Service partnered with colleagues from the Service for Disabled Children and Children in Care team to deliver our Young Inspectors training programme. As part of this initiative:

- Four young people from the academy are currently training as Young Inspectors.
- They will collaborate with other academy-trained inspectors to evaluate and improve services for young people.

This work reflects our ongoing commitment to inclusion, leadership development, and meaningful youth engagement.

KRATOS (Children in Care Council) provide opportunities for Children In Care to shape services. This strengthens their confidence, enhances their knowledge and gives them transferable skills.

Members of KRATOS are in the process of co-producing three informative Videos on what it is like to be a Children in Care. Over half of KRATOS young people have an EHCP and will be ensuring that the Videos includes their experience.

The [Service for Disabled Children](#) (JSDC) offers short breaks and family support which are provided to children and young people aged 0 to 17 years inclusive, without the need for a statutory social care assessment. In the last year, 673 young people have accessed short breaks.

Case Study - Tik Tok

As part of the Summer Uni programme, a TikTok training course was offered to engage young people in creative digital skills. The course aimed to build confidence, communication skills, and practical knowledge of social media content creation. These are transferable skills for education and future employment, aligning with Preparing for Adulthood outcomes.

One SEND young person took the initiative to script, film, and edit a TikTok video designed to help other SEND young people navigate and make the most of the Ponders End Youth Centre. This peer-led approach turned a simple training exercise into a resource for the wider SEND community.

Impact

The resulting TikTok provided practical guidance for SEND peers, reducing anxiety about accessing youth centre services.



6

Leaders are ambitious for children and young people with SEND

The SEND partnership has a strong strategy and its leaders are knowledgeable about their responsibilities and accountabilities. All services adopt a **strength-based model**, helping children and young people identify and achieve their aspirations. Leaders regularly engage with families and support settings to improve the outcomes for children and young people so they can make positive progress. Partnership leaders continue to be ambitious to improve outcomes for children and young people with SEND (Ofsted/CQC 2023).

Our plans for 2025:	Our progress against those plans:
<p>Continue our workforce development and deliver a coordinated multi-agency training programme to ensure operational staff are confident to deliver services to meet the needs of children and young people.</p>	<p>The partnership continues to deliver a comprehensive programme of SEND-related training to ensure the workforce has a strong understanding of legislation, therapeutic and provision offers, safeguarding responsibilities and procedures, as well as reflective practice. Recent training has covered Preparing for Adulthood (Pfa), neurodiversity, inclusive practice for schools, transition planning, the Annual Review process for SENCOs, and whole service safeguarding.</p> <p>Leaders have also made sure that SEN is embedded across all workforce training programmes, for example the Enfield Reading Strategy.</p>
<p>Increase strategic alignment with other appropriate decision-making boards to ensure SEND at the forefront of Senior leaders' agendas.</p>	<p>SEND has an increasing presence at the Joint Health and Social Care Commissioning Board and the Health and Wellbeing Board. Strategic collaboration with housing is advancing, especially through the partnership established around the regeneration of the Joyce and Snells estate.</p>
<p>Review agenda items on both the Pre-SEND Board and SEND Partnership Board to ensure regular oversight of SEND activities are shared with members.</p>	<p>The Pre-SEND Board meets monthly to monitor progress on the Local Area action plan, strategic objectives, and the range of commissioned programmes. Membership of both boards has been revised to ensure members' expertise aligns with current priorities and emerging issues.</p>





What we do, how this helps and what is the impact felt by our SEN families

Leaders have an ambitious strategy that defines the shared outcomes, they will work collectively to achieve for all children and young people with SEND, and they embed an aspirational culture of high expectations and quality across services and provision.

The partnership has an aspirational Enfield's Special Educational Needs and Disabilities Partnership Strategy 2023-2027. That outlines its collective ambition and associated commitments to our SEN children, young people and their families. This document was well received by Ofsted/CQC (2023 inspection). Priority 4: Delivering high quality, effective, and timely Education, Health and Care Needs Assessments (EHCNA) and Plans (EHCPs) and Priority 5: Creating opportunities for children and young people with complex needs to aspire, participate and thrive, are central to our ambitious strategy. These priorities embody our shared vision and principles, ensuring that all partners work collectively to achieve meaningful outcomes for children and young people with SEND.

All services adopt a **strength-based model**, helping children and young people identify and achieve their aspirations.

Leaders consistently **embed the voice of the child** throughout all services, recognising its foundational role in shaping outcomes and using it to benchmark impact and quality. **All About Us, KRATOS (Children in Care Council), Youth Council, and Bell Lane Youth Club** provide platforms for young people to shape services, contribute to policy, and co-produce resources.

Young people are actively encouraged to articulate their ideas using resources like CDC aspirational worksheets so that their aspirations are reflected as a golden thread running through their EHCPs.

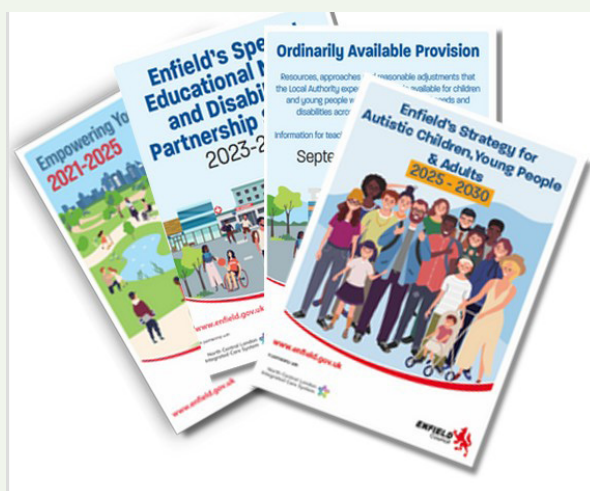
The strategy is supported by a robust Partnership Quality Assurance Framework that advocates the collective commitment to **high expectations and quality** across services. There is a **structured decision-making process** that enables swift improvements and leaders challenge themselves and each other to improve experiences and outcomes for SEN children, young people and their families.

Each service produces an annual report that captures their progress against the same 11 criteria as this self-evaluation. The report structure has been designed to capture judgement, evidence and impact and provide case study examples.

Leaders have an ambitious strategy that defines the shared outcomes, they will work collectively to achieve for all children and young people with SEND, and they embed an aspirational culture of high expectations and quality across services and provision.

The DBV programme workstream objectives were collaboratively identified by senior leader representatives from across the LBE SEND partnership in conjunction with the DfE and Newton Europe and through extensive scoping and data analysis, they underpin the identified workstream objectives to support continued improvement of services as well as equity and efficiency.

1. Transition into phases of education - supporting smooth transitions between educational stages and identifying CYP who may be at risk of an unsuccessful transition through Transition Support Plans (TSPs) and information-sharing events to ensure continuity of provision. 96% of primary schools and 90% of secondary schools have adopted the revised transitions offer.
2. Speech Language & Communication Needs – Reviewing the offer across the borough to meet a broader range of needs. Review will be published in December 2025.
3. Emerging Technology – use technology to meet the needs of children and young people to enable them to have a more inclusive education experience. This has included pilots for hybrid education and AV1 bots.
4. Early Years - developing strategies for early identification and intervention before statutory provision is needed
5. Inclusion in mainstream- supported by outreach offers and SEND audits and training and resources to help education settings meet needs early without unnecessary escalation to specialist settings or statutory support.
6. Preparation for Adulthood – curriculum guidance and assessment tools for post-16 learners, Inclusive Employment Board and PfA guidance for parents and carers.



The SEND partnership supports education settings to be ambitious in their service delivery and for their pupils. To support this, the SEN Service and DBV programme have invested in **specialist advisors** who can work alongside settings to share good practice and problem solve ensuring the best for their pupils. Schools can access an **Outreach** if needed and have access to a programme of education offered by the Education Department.

The **Local Inclusion Support Offer (LISO)**, is funded by the DfE Change Partnership Programme and designed to support to schools and early years settings without requiring an EHCP, making mainstream inclusion more sustainable. It places a range of professionals including a Family Worker, Specialist Advisory Teacher, SALT, HALTA and Positive Behaviour Support Officer to enable early intervention and support around the child and family. This pilot will commence in January 2026.

Leaders understand their responsibilities and accountabilities, including their statutory duties and their individual responsibilities in the wider area strategy

The partnership operates within a multi-tiered governance structure, with defined roles such as DCO, DSCO as well as organisational commitments and duties. The governance structure is outlined in the introduction.

Each Board has a clear set of Terms and References and membership, which are regularly reviewed as are the membership lists.

The board members demonstrate accountability by understanding the SEND relevant regulations (in relation to their profession and overall), and by committing to support, shape, influence, and challenge service delivery to ensure quality and compliance.

Commitment to SEND is embedded at every level of the partnership and consistently reflected in strategies and policies across all tiers. For example, both the [Local Authority Council Plan 2023 to 2026](#) and the partnership-wide Enfield's Strategy for Autistic children, young people and adults 2025–2030 demonstrate this shared promise.

Leaders actively work across departments with colleagues from housing, public health and community assets (Youth Hubs, Community Hubs and libraries) to inform and extend provision and accessibility. This was evident in the multi-agency engagement session and Saint James's Playground launch held on [11 October 2025](#) at the Joyce Avenue and Snells Park estates in Upper Edmonton, Enfield. The SEN Service, working in partnership with other services, attended to provide advice, gather the views of family experiences and build relationships with the community as part of a longer-term plan to support over 75 children and young people with SEND living on the estate. Further engagement sessions, coffee afternoons and events have been planned to support families and ensure SEND needs are considered as the estates undergo a major regeneration program.

Responsibilities are delegated in line with leaders' legal duties and there is strong oversight of these resulting activities

The partnership supports leaders to understand and realise their responsibilities and accountabilities through forums, boards and groups such as Early Years Board, SENCO Reference Group and Head Teacher Reference Group.

Roles such as the Designated Clinical Officer (DCO), Designated Social Care Officer (DSCO), Inclusion Charter Champions and E-TIPSS Champions take responsibility to provide strategic alignment, advice and in some cases, oversee delivery to ensure consistency and equity for children and young people.

The Head Teachers Briefings and SENCO Conference provide schools with a shared understanding of responsibility, changes in policy and legislation as well as the sharing of effective inclusion practice and suggestions for service improvement. Additionally, they offer opportunities for schools to showcase their progress, highlight recent achievements, and discuss partnership activities or areas where further support may be needed.

The newly established Designated Schools Grant Board plays a vital role in ensuring funding decisions are both robust and strategically focused. The board supports the development of a balanced budget and maximizes resources for SEND provision. Financial decisions are consistently guided by legal duties and the partnership's ambitious strategic priorities.

Processes for making decisions are structured so that the leaders responsible can swiftly agree to the changes that are required to improve services

The partnership although large, can make swift decisions due to strong decision-making processes and robust decision-making structures such as the pre-SEND Board which meets monthly and is attended by Heads of Service from across the partnership enabling multi- agency operational decisions to be made and escalations to the SEND Board where necessary.

The SEN Service also has an education, health and social care interface group where service delivery can be shaped to better improve delivery and performance and to test out ideas.

There are a range of other decision-making groups that enable swift changes to service or commissioned services. These include **Learning Excellence Partnership Board** (Data Subgroup), **Placement and Provision Panel** (PPP) and **Transition Partnership Board** (previously called TIG).



Innovative practice example: Impact Advisory Officer

Both the SEN Service and DBV have specialist professionals that support educational settings to deliver provision to better meet their pupils needs. These highly skilled professionals work with school leaders to tailor delivery, to maximise funding, widen the education offer and provide a sounding board for ideas on meeting the needs of children and young people.

The (SRPs and Units) has a dedicated LA Advisor assigned to them who provides training in conjunction with EASA and ECASS.

“Thank you so much for being so supportive for us... and proactive on our behalf - I really appreciate it!
- Lavender SENCO

SEND Impact Advisory Offer for Primary Schools

DBV
Improving outcomes for children and young people with SEND

ENFIELD Council

Vision: Working in collaboration to support & meet the needs of children with SEND

Aim: To support primary schools to deliver provision to meet the needs of their SEN Support & EHCP cohorts

Outline: A series of 4 collaborative visits to your school, over a term, with a SEND Impact Advisor (SIA).

Outcomes

Engaging with the offer will support schools to:

- Make progress towards SDP targets
- Be equipped to support rising SEN numbers
- Make efficient use of EHCP/SEN funding
- Effectively deploy support staff and deliver interventions
- Be prepared for Ofsted inspections & SEND reviews
- Embed recommendations from other services
- Reduce SENCO & teacher workload
- Implement effective EHCP provision

7

Leaders actively engage and work with children and young people and their families

The partnership uses feedback from various engagement activities to reach seldom-heard voices, offering diverse opportunities for co-production. SEND families experience active involvement in service discussions, with communication methods adapted to reduce barriers. Young people feel heard and supported, with opportunities to influence service delivery and community engagement

The plans for 2025:	Our progress against those plans:
<p>Work with our families to discuss the outcome of this self-evaluation and its findings, talk through the actions and understand the resulting delivery requirements. This will ensure children, young people, and families shape services as well as communication styles</p>	<p>The self-evaluation process has been a catalyst for ongoing dialogue and co-production with families.</p> <p>Key findings have been discussed with all partners and then in turn through their work with SEN families. We have run bespoke workstreams, Twilight sessions, school coffee mornings and questionnaires.</p> <p>We have since developed co-produced documentation, using SEND families feedback on events such as New to SEND and New to EHCP. Following feedback, we have also forged a closer working relationship with Housing and Regeneration colleagues to enable a bespoke programme of support for residents on the Joyce and Snells estate (situation in one of the most deprived wards in Enfield and London and currently undergoing regeneration).</p>
<p>Extend the current engagement programme to deliver additional evening sessions with the SEN team for both parents/carers and young people.</p>	<p>The engagement programme has been extended to include multiagency delivery at both evening and day events, demonstrating our commitment to accessibility and inclusivity for all our SEN families. Sessions are now held in libraries, Family Hubs as well as at Cheviots. Parents/Carers were also involved in sharing their mainstream inclusion thoughts directly with the DfE in an online event hosted by Enfield Council in March 2025.</p>
<p>Work closer with our educational settings to ensure our SEND children and young people are actively involved in decision making and gain recognition for their engagement</p>	<p>Schools actively circulate the SEN Service Have Your Say questionnaire and provided feedback on behalf of their own pupils which has helped shape service delivery and inform the findings of this self-evaluation.</p>





What we do, how this helps and what is the impact felt by our SEN families

Leaders consider the specific needs of groups of children and young people with SEND, and how best to engage them in co- production

The partnership uses a variety of different techniques and utilised opportunities to enable children and young people engage in co-producing documentation, events and service development. This supports our commitment to our families to 'do nothing about us without us'. Examples include:

The North London Mental Health Partnership, **Youth Board**, enables young people to amplify voices, influence service design and advocate for policy change.

SEN Service engagement programme- meets families in community settings and at events, adjusting session times to accommodate childcare responsibilities and after-school activities.

Educational Psychology Service gain service feedback through direct and indirect contact. The [Working Together for Autism](#) film was developed by the EPS and EASA in partnership with schools, parents and children to illustrate the principles of **Enfield's All Age Autism Strategy 2025-2030**.

We also make sure we hear and document the voice of the child through their involvement in our advices, contributions to our annual reviews, attending summer uni and Bell Lane Youth Club events.

During both the EHC Needs Assessment and EHCP Annual Review process, the SEN Service and advice providers ensure that children, young people and their families (age dependent) are actively involved in discussions and offered co-production meetings.

To reduce barriers various communication methods such as Makaton and Talking Mats are used to hear the voice of the child or young person.



Innovative practice example: ETIPPS

E-TIPSS Implementation School Focusing on the Social
GGRRRAACCCEESSS - Embedding culturally responsive practice through whole-school training on identity, bias, and trauma-informed care.

As part of the E-TIPSS programme, two Educational Psychologists and a Senior Educational Mental Health Practitioner from My Young Mind Enfield experiences and practices, with structured discussions and safe facilitation.

The training created space for honest reflection. One teacher shared, "I realised I had an adultification bias towards pupils from my own ethnic background," highlighting how the session's impact on learning.



Innovative practice example: North London NHS Foundation Trust (NLFT) - local co-production group

In 2025, NLFT successfully expanded its co-production model across Barnet, Enfield, and Haringey. Enfield now have six active young members, and a parent participation group whose voices are directly influencing how services are designed and delivered locally.

Leaders give feedback to children, young people and parents on changes they have made to their area's services and explain where change is not possible and why

Leaders make sure that the outcomes of engagement activities are communicated transparently to all participants, in line with our engagement policies. This includes planned changes with associated timescales and opportunities to further engage. When changes cannot be implemented, whether due to resource constraints or legal requirements, clear explanations are provided. Where resources are limited, leaders proactively seek and share mitigation strategies, such as adopting a needs-based approach to manage waiting times, or sharing details of the NHS Right to Choose, to ensure equitable access to support.

Our engagement policies are:

- Over 18's health and Adult Social Care "Working Together approach (see this [video](#) for more information)
- Under 18's – the LA's Youth Participation Policy (The Voice of Young People)
- NHS - [Engagement Cycle PDF v6 Layout 1 \(england.nhs.uk\)](#)

Leaders announce and provide updates on service changes or developments through existing communication channel including Enfield SEND Local Offer website, SENCOS, Our Voice weekly updates and social media as they have thousands of members.

Bespoke course and family support are offer in response to family's requests. Changes to systems including reforms also include;

- Sleep hygiene clinics (8 trained staff) and access to community events to reduce isolation for families. (Cheviots)
- PFA Getting a Job Marketplace (May 2025) – LA with Our Voice attending
- Parents Conference, Children's Social Care (15 December – Our Voice, Social Care, Service for Disabled Children, Health Family Hubs, Early Help, ILDS

Examples of youth events and family parties organised by Our Voice enabling families to make connections, access to 1 to 1 advice and the opportunity to give feedback about lived experiences. ;



It was a magical day. To see the children and families making connections and sharing commonalities. The children were so happy and the parents were so happy. Such lovely feedback I heard. Well done everyone. My son really enjoyed it. He made a few friends and to see him laugh and smile made my day. Well done everyone it was a great day' Spring party 25

It was a good idea to be able to speak to someone on that 1-2-1 basis have that time to be heard. Spring party 25

I think it was great to see SEND services in attendance Spring party 25

8

Leaders have an accurate, shared understanding of the needs of children and young people in their local area

Leaders across the SEND partnership employ robust systems to gather, analyse, and act on accurate, timely information about children and young people with SEND. Data is used to understand areas of development, MIME LIA, SEN2, Public Health, Neighbourhood Statistics data is used to inform delivery, and the SEND Dashboard is central to show progress against the workstream objectives.

The plans for 2025:	Our progress against those plans:
<p>Further develop the SEND Partnership dashboard that enables collective analysis and evaluation of an array of data including findings from case studies, longitudinal studies and audits and feedback from our SEND families.</p>	<p>Through the Change Partnership Programme (PPP) MIME have been commissioned to provide collective analysis of the schools, colleges and SEND DfE submissions. This coupled with the findings from case audits, quality assurance and direct feedback from parent sessions inform service delivery.</p>
<p>Work in partnership to focus on identified contributory factors for the increasing SEND numbers within the borough.</p>	<p>2025 focus:</p> <p>After the Public Health 2024 review that identified SATOD and low birth weights was a potential contributing factor to babies being born with SEND, we have monitored the impact of the resulting smoking cessation campaign. Pre-natal checkup attendances will also be one of the indicators used to measure success.</p> <p>This work has been aligned to the NHS Smoke-Free Pregnancy Incentive Scheme. Launched in late 2024, this national incentive programme offers up to £400 in vouchers to pregnant women who remain smoke-free throughout pregnancy and postpartum.</p>
<p>Launch a new case management system to streamline EHCNA, EHCP, and Annual Review processes, making information sharing easier and more user-friendly for families and professionals.</p> <p>(revised as previous objective already achieved in early 2025 achieved)</p>	<p>The new case management system has been procured and will help the SEN Service manage the full journey for children and young people with an Education, Health and Care Plan (EHCP) from referral and assessment to planning and review. It will also include a secure online portal where parents and carers can view important information, like their child's EHCP. This system will go live in March 2026.</p>





What we do, how this helps and what is the impact felt by our SEN families

Leaders gather accurate, timely information about children and young people with SEND in their local area and monitor the changing needs of the population, including using the perspectives of children, young people and families

The SEND Partnership gathers a range of data from all its partners to plan and delivers services to meet the needs of children, young people and their families. This includes, JSNA population data, Public Health Data, School Place Planning, LIIA, SEND 2, SEN Dashboard, CPP and DBV Reviews.

Through a Change Programme Partnership (CPP) commission, data analysis of Enfield's SEN2, school census and LA Matrix data has been undertaken by MIME Consulting. This data review enables the partnership to make further informed decisions about local delivery and current cohorts of pupils. We have through the research developed a LISO to support our mainstream schools to manage children with more complex needs.

We are currently migrating to a **new Case Management System** (Liquid Logic) which supports advanced reporting capabilities and will enable the service to have a live dashboard.



New innovative developments for 2026

Local authorities such as Enfield are required to develop **Best Start** plans by March 2026, integrating health, education, childcare, and family services with a clear focus on supporting children with Special Educational Needs and Disabilities (SEND) and those least likely to reach a Good Level of Development (GLD).

The strategy ensures that SEND is at the heart of this ambition, **aligning with wider reforms such as Family Hubs**, expanded childcare entitlements, and targeted interventions for disadvantaged children and those with SEND, to promote inclusion and improve outcomes.



Leaders understand the experiences and outcomes of children and young people with SEND in their area; their backgrounds and identities, including any barriers to them accessing support; and their needs and strengths

As detailed in the introduction, the Borough Profile is regularly used to give insights as to the needs of each of the 9 protected characteristics enabling the partnership to be responsive to changes in demographics. This couples with feedback from SEND children, young people and families and an accompanying Equality Impact Assessment and helps leaders to make informed service/policy decisions.

E-TIPSS is delivered across schools to address trauma and adverse childhood experiences, with supportive systemic leadership training and reflective spaces for staff. It's recognised regionally for improving inclusion and each school is tracked and monitored for impact over the 2 years support.

We have expanded the number of Designated Units to better support children with autism, enabling greater access to mainstream education. Additionally, we have strengthened both the Enfield Communication Advisory Support Service (ECASS) and the Enfield Advisory Service for Autism (EASA) to support families and settings to make reasonable adjustment to teaching and the environment. Our speech and language provision is currently under review, and our health partners are also leading a broader North Central London (NCL) review of speech and language services.

The Youth Justice Service (YJS) delivers mental health and neurodevelopmental support for children at risk of offending, working in partnership with CAMHS, Educational Psychology, and other health providers. This ensures timely assessments and interventions for some of the most vulnerable and marginalized young people.



Innovative practice example: Emotional Based School Non-Attendance (EBSNA)

The EPS worked with children and young people to develop local knowledge of Emotional Based School Non-Attendance (EBSNA) in the context of a national developing research base.

This is referenced in the EBSNA guidance:

[ECSL3140-Enfield-EBSNA-Guidance-24-27.pdf](#)



Leaders share information across education, care and health services so they can learn from different perspectives and approaches

Developments across the partnership have enabled advancements in sharing information. These include the NHS England and Regional progress on the London One, the London Care Record database which has enabled medical records to be shared.

The new SEN Service Case Management System (CMS) will align directly with the children and family's department to enable timely and accurate case sharing. The addition of a professionals and parent/carers portal will enable authorised access to the EHCP and other relevant documents.

Recent developments of the post 14 PFA form have been strategically aligned to the Early Notification Form used by Adult Social Care to ensure information sharing as children and young people transfer from one service to another.

The SEN Service holds bi-weekly staff training sessions, featuring guest speakers from partner organisations who share insights and promote integrated practice. This ongoing professional development ensures staff are up to date with best practices and collaborative approaches, which leads to more effective, coordinated support for children, ultimately improving their educational experiences and outcomes.

SENCO forums and Heads's briefings ensure the sharing of good practice and provide updates on needs and the shaping of service delivery.



Case Study - Temporary Accommodation

Working in partnership, Enfield's School Improvement Service and Educational Psychology Service led the development of borough-wide guidance to support children and young people experiencing homelessness or living in temporary accommodation (TA). This initiative directly addressed the urgent needs of over 1,200 children recorded as homeless in Enfield by February 2025, with 58% aged 5–10.

Through literature reviews, workshops, and participatory studies with school staff, the guidance increased understanding of the challenges faced by CYPs in TA and equipped staff with practical strategies for inclusion and educational stability.

Schools began revising attendance and behaviour policies to better reflect the realities of TA.

By fostering a culture of inclusion, this work has lessened the impact of this adverse childhood experience on their educational attainment.

The guidance was be finalised and launched in September 2025.

“Schools provide a consistent learning environment amidst housing instability.”

“Staff should use sensitive language and avoid labelling students as ‘homeless’.”

9

Leaders commission services and provision to meet the needs and aspirations of children and young people

The partnership strategically commission and coordinate services to meet the diverse needs and aspirations of children and young people with SEND. Leaders use robust data analysis and feedback from families to identify emerging needs and trends working in partnership across education, health, and social care, ensuring services are integrated and responsive.

The plans for 2025:	Our progress against those plans:
<p>Prioritise development of the joint commissioning report as listed in the SEND Improvement Plan</p>	<p>Joint commissioning under Section 75 of the NHS Act 2006 (which enables pooled budgets and integrated arrangements between health and local authorities) is managed through the Joint Health and Social Care Commissioning Board. Decisions made by this board, for example in relation to jointly commissioned CAMHS posts are reported through its governance processes and used to inform the SEND Improvement Plan.</p>
<p>Continue work between the Local Authority and health to create a SEND joint statement of intent and commission in accordance to the recommendations of the Speech and Language Therapy pathway review (carried out as part of the Delivering Better Value programme)</p>	<p>The LA & Health partners are currently undertaking an independent review of the universal, targeted, specialist and statutory SLCN provision, to support partners in jointly commissioning a revised offer, which makes best use of all resources available to improve outcomes for children and young people and to ensure partners meet the local areas statutory responsibilities.</p>
<p>Apply the recommendations of the Alternative Provision (AP) strategy which will, amongst other things, provide future clarity around the commissioning of placements</p>	<p>The AP Board has now been established, and the Terms of Reference have been agreed by its multi-agency members. Future agenda items will address commissioning of placements.</p>
<p>Co-ordinating the current checks carries out to ensure that children and young people in 38-week residential provision (tripartite funded) experience the highest quality of care and support.</p>	<p>Regular funding and reviews meetings now include reference to the results of recent quality checks carried out both internally and through external quality assurance inspections.</p> <p>Further work is planned in 2026, to further develop a combined repository.</p>





What we do, how this helps and what is the impact felt by our SEN families

Services and systems have been designed around the needs of children and young people, and are informed by evidence of what works in achieving good outcomes

Speech, language, and communication needs (SLCN) are currently the most common primary need among young people with an EHCP, with autism as the next most prevalent. In response to increased demand for targeted support in these areas, both ECASS and EASA have expanded their services and now benefit from the expertise of a multi-agency team. Regular reviews of ECASS and EASA demonstrate the positive impact felt by children, families and settings.

We have also increased our Specialist Inclusion Advisor to offer schools with a higher number of EHCPs support including ideas to support need. The **new LISO** offer also supports schools with “perceived children with complex needs” in a mainstream setting by providing a holistic support incorporating a family support worker.

To offer educational settings bespoke support, we have **Specialist Inclusion Advisors** to offer schools with a higher number of EHCPs support including ideas to support need. The new LISO offer, also supports schools with “perceived children with complex needs” in a mainstream setting by providing an holistic support incorporating a family support worker.

The partnership commissions tailored services based upon children and young people’s educational, health, care and community needs. For example: **Home and Hospital Tuition Service (HHTS)**.

Early years provide universal support and integrated therapies for children without an EHCP as part of an open door offer to complement the core service. Parts of early years provision are provided within Youth and Family Hubs commissioned by the Local Authority

We are currently in the process of **piloting the Enfield Intervention First**. This pilot targets SEN Support children in Reception enabling access to funded timely early intervention to prevent escalation and to support a good level of development. The children’s needs have already been clearly identified, and the required support has been outlined, but they do not yet meet the criteria for formal statutory assessment. The pilot will support approximately 70 children through access to bespoke early intervention provision.

The partnership ensures children and young people accessing provision out of the borough have access to timely relevant high-quality provision so they can achieve good outcomes. These provisions include providers for **Deaf Outreach (London Borough of Haringey) and Visual Impairment Outreach (Flourish Specialist Education Services)**. Children have their therapeutic needs met in out of borough schools through a commissioned service delivered by the **Whittington NHS Trust** supporting over 30 Enfield children and young people.

The Local Authority, with legal advice, has produced independent and non-maintained special school contracts (supported by updated guidance) to ensure that our children and young people have access to high quality specialist education supporting strong and ambitious outcomes.

At present 3.44% of our EHCP cohort attend independent special schools outside Enfield (Enfield October 2025 Dashboard created by MIME). Recent Finance data (2025/26), show an increase budget for independent providers. Despite the increase, Enfield’s budget remains below the England average, driven by the relatively small proportion of the EHCP cohort placed with independent providers.

The need for additional respite capacity was raised in the 2023 inspection through parental feedback. This prompted the council to commission an **overnight provision in Brent** and there have discussions with Haringey to block the place. **Enfield now has the 6th largest per capita budget in England for respite breaks for disabled children.**

The long-term plan is to open an in-borough provision, reducing travel time and improving placement stability. Impact of the respite has been positive for both children and their families and for one young person, it has helped prevent residential placement.

Joint commissioning arrangements enable partners to make best use of all the resources available to improve outcomes for children and young people in the most efficient, effective, equitable and sustainable way

The partnership has tripartite agreed protocols to support SEND children, young people and their families when the funding responsibility is shared between education, health and children's social care services where combined funding is agreed through the Complex Issue Panel (CIP), chaired by Social Care.

The **Transition Operational Group (TOG)** coordinates planning for young people moving from children to adult services. In 2025, 127 referrals were received, reducing disruption and anxiety, and supporting continuity of care and life skills development. Transition Partnership Board (previously called TIG) oversees the strategic planning and operational delivery of transition pathways, particularly for young people moving from children's services into adulthood. The board also monitors the effectiveness of transition arrangements, identifies gaps, and drives improvements in practice.

Continuing Care Panel is responsible for reviewing cases where children and young people have complex health needs that require ongoing, coordinated support. It assesses eligibility for continuing care, agrees on packages of support, and ensures that care plans are regularly reviewed and updated to reflect changing needs.

The Dynamic Support Register (DSR) coordinates timely interventions such as enhanced community support, crisis planning, and rapid access to specialist service to keep our children and young people safely supported in the community and prevent unnecessary inpatient admissions.

Joint commissioning arrangements meet the local area's statutory responsibilities for identifying, assessing and meeting needs

Both health and the Local Authority ensure their commissioning specifications include stringent safeguarding requirements including staff training and specified escalation and referral pathways to MASH and in relation to professional conduct, to the LADO.

Operational staff are required to attend relevant safeguarding training and demonstrate they are aware of the MASH referral pathway. The SEN Service most recently **undertook Education Child Protection Awareness Course** (commissioned from ECP Safeguarding) in September 2025.

The partners each have safeguarding evaluation processes, ensuring that commissioning and delivery meet legislative and shared good practice protocols. To aid this the SEN Service has a Specialist LAC and Vulnerable Team, who take responsibility for all children and young people who are children in care to Enfield, who may be in residential care, and they are reviewed regularly. We have issued guidance for independent, and non-maintained special school contracts to include safeguarding measures and the delivery of services to ensure our children are safe.



ECASS – Language for Behaviour and Emotions – Secondary School

Staff observations identified a student needing support with emotional regulation and communication. To better understand the need, teaching staff completed the 'Language for Behaviour and Emotions' (LFBE) framework, which led to a formal assessment with parental consent. The results highlighted key developmental areas, allowing the student to join a peer group with similar profiles for targeted intervention. Using LFBE scores, sessions were designed around shared goals, fostering equality, self-esteem, and open communication. They included:

Peer-led activities encouraged friendships and meaningful dialogue.

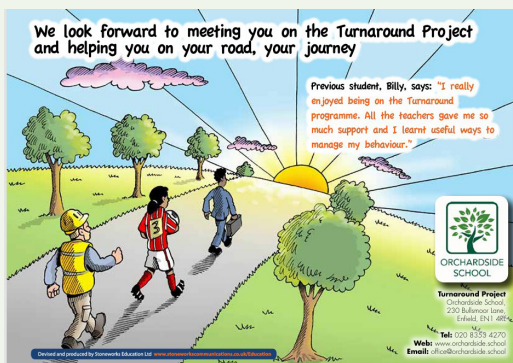
The student attended small group sessions twice weekly, with progress monitored in both classroom and intervention settings.

Teachers noted improvements in emotional expression and communication, boosting confidence and awareness.

As a result, the student began participating in lunch and after-school clubs, showing marked progress in social engagement and emotional regulation.

“My intervention helped me to reset and understand feelings and emotions better, I don’t get as angry, as I can understand where the other person is coming from now. Before I use to get annoyed and didn’t understand someone else’s point but now I do I can get over things quicker”.
(Year 11 student, Ark John Keats Academy)

The local authority promptly identifies the needs of children and young people who require alternative provision and ensures they have access to appropriate full-time education without delay following exclusion.



Orchardside Pupil Referral Unit (PRU) provide 85 places for pupils at risk of exclusion at the secondary phase.

The PRU has been part of the Alternative Provision Specialist Taskforce and is highly regarded for its work in piloting this initiative

All AP's in Enfield are registered with Ofsted and are quality assured by our Award-winning Secondary Inclusion Support Service. There are no unregistered APs used in Enfield. There is a new AP strategy and AP Board that is aligned to the SEND Partnership Board.

Our Secondary Inclusion Support Service works closely with schools and AP's to provide mentoring, behaviour management strategies, and multi-agency planning. These interventions address the underlying causes of exclusion and support young people to remain engaged in education.

10

Leaders evaluate services and make improvements

The SEND partnership works together to evaluate the impact of service for SEND children and young people. This has been carried out using the quality assurance framework, local data and feedback from young people and representative groups. This has resulted in support for settings delivered by specialist SEN advisory support, clear processes to enable continuous successes and oversight of alternative provisions.

The plans for 2025:	Our progress against those plans:
<p>Work with local Further Education providers to review and manage our post 16 provision. This will enable us to offer our young people a wider portfolio of opportunity and better alignment with their aspirations.</p>	<p>The PfA workstream reviews local FE provision to ensure courses meet young people’s needs and drive strong outcomes. The FE SEND Impact Advisor is supporting four FE settings with targeted quality assurance of EHCPs and Annual Reviews. Building on successful Supported Internship Programmes, one provider will launch a new programme in September 2026, and another is developing its own offer.</p>
<p>Develop the partnerships combined data collection and analysing ability through identification of available resources to enable a rounded assessment (this will align with the SEND Dashboard action under criteria 8 and the new outcomes framework action in criteria 4).</p>	<p>Work is underway to discuss the contents of a partnership dashboard that includes data from a variety of partners. In the interim, MIME have been commissioned to analyse Enfield data a few different data sources. This has presented to the Pre-SEND Board, SEND Partnership Board and at a Headteachers Briefing to help identify areas of excellence as well as future integrated development. Some of the areas of develop such as the need for a wider Post 16 offer to meet needs have been undertaken by the DBV programme.</p>
<p>Implement the actions resulting from the Alternative Provision agreed approach and ensure they have specific and measurable indicators for both the young person and the service and are represented at the SEND Partnership Board.</p>	<p>The AP Board has now been established, with members formally agreeing to the Terms of Conditions that set out its governance, scope, and responsibilities. By aligning its work with the SEND Partnership Board, the AP Board ensures that strategic decisions regarding alternative provision are fully integrated with the borough’s wider SEND priorities and improvement plans.</p>





What we do, how this helps and what is the impact felt by our SEN families

Leaders monitor whether there are sufficient services and provision to meet the needs and aspirations of the children and young people in their area and take appropriate action as a result

DBV has been collaborating with post-16 providers to expand the range of opportunities available to our SEND young people. This work has been strengthened by the June 2025 Preparation for Adulthood (PfA) training held at City College, which brought together colleges and partner professionals to explore needs and appropriate provision. The session enabled joint understanding and supported the development of a broader, more inclusive offer. This enabled the SEN Service to confidently support young people's transition in September and will support next years phase transfer (deadline 31 March 2026).

Following on from our successes in developing Primary School **SRPs**, we are now focusing on developing similar provision in secondary schools and have already had one school commit and another registering interest in joining this initiative.

SRP pupils in Enfield primary schools have **achieved above London and national averages in Year 1 and 2 phonics, as well as in KS2 SATs results for reading, writing, and maths.**

Discussions are currently underway with relevant schools and colleges regarding capacity, as part of the **Place Change Notification process.**

Leaders use information from a range of sources in their evaluation, including feedback from representative groups, children and young people using services and data relating to outcomes to improve their services and provision

The partnership draws on both qualitative and quantitative data from local and national sources to guide decision-making and ensure broad representation across multiple groups.

Engagement with SEND children, young people, and families—supported by initiatives such as LAIP, DBV, Enfield's SEND Local Offer Self Evaluation, Local Inclusion Plan, CAMHS, Youth Group's, Youth Council, and collaboration through Children's Centres, Family Hubs, Community Hubs, the SEN Service engagement programme, and online surveys.

We know that **64% of 19–25-year-olds with EHC plans (Aug 2025) were in education.** Further work is being undertaken by DBV to ensure that educational placements support young people to gain skills to enable independence and employment if this is their projected outcome.

To aid the transition we have **65 supported internship places (SIP) supported by West Lea, Special Project and Mencap.** Capel Manor SIP has had curriculum agreement and the recruitment underway. By offering a range of SIP's it is hoped that our young people will have the choice as they access real- work experience, develop their skills and take the opportunity to earn an income increasing their future independence and self-confidence.

Leaders jointly evaluate whether their services and provision are improving outcomes for children and young people with SEND, not only whether children and young people have received the services

The partnership collectively evaluates the SEND Local Offer through monitoring measures identified in the SEND Partnership Strategy and regular updates at the SEND Partnership Board.

Application is evidenced through the completion of the Local Area Plan (Change Programme) and progress against the partnership Improvement Plan (over seen by the Pre- SEND Board). The partnership utilised **multi-agency EHCP audits** (part of the Quality Assurance framework) to review its actions and offer on an individual basis.

The Local Authority, through the DBV programme, has 1 **SEND Impact Advisor** whose role will be to focus on improving outcomes for all SEN pupils in our schools. Early feedback from the 9 primary schools has been very positive:

“The offer is brilliant.” – Bowes Headteacher

“Thank you for our report, when I read it, I feel like there is lots we're doing which is great!” – Carterhatch Infants SENCO

The mental health needs of young people are regularly reviewed and updates are shared across the partnership. This is informed by the shared CAMHS in patient case tracker. Enfield has the lowest inpatient admissions which indicates strong community intervention.

The **Dynamic Support Register (DSR)** tracks children and young people at risk of crisis or inpatient admission, enabling coordinated timely interventions to keep them safely supported in the community and prevent unnecessary inpatient admissions.

The local authority evaluates how well the alternative provision it commissions is improving outcomes for children and young people, and take action if needed

An AP Strategy has been commissioned and is underway. Current data from the provision highlights that although referrals can come from Year 7 – 11, the bulk of referral are Years 9 -11 so this will form the basis of future commissioning.

The local authority maintains strong oversight arrangements for alternative provision it commissions, including oversight of each alternative provision's safety and suitability, and in particular of alternative providers that are not registered as schools

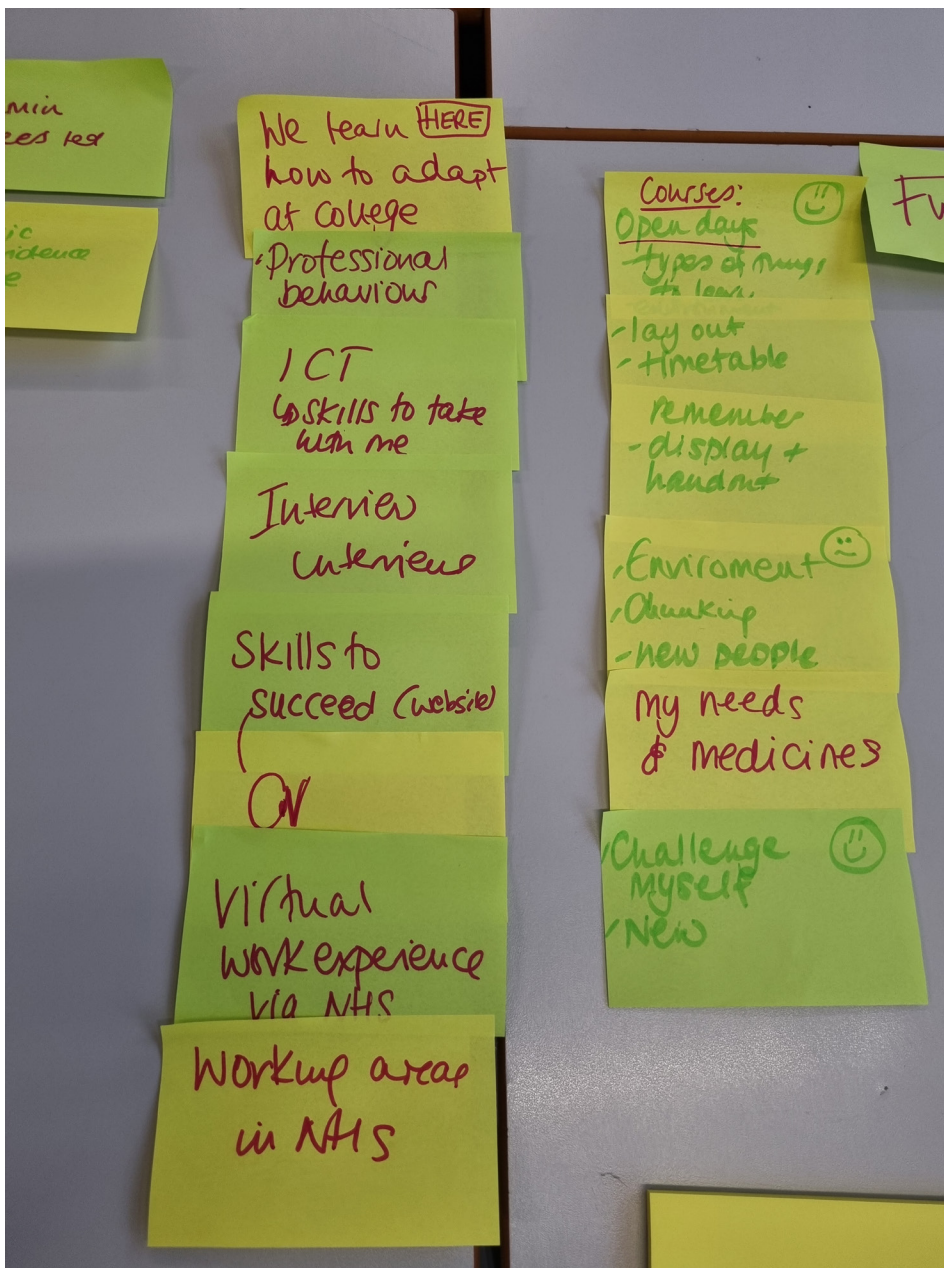
The AP provision is overseen at an operation and strategic level to ensure it is fit for purpose and suitable for the young person. We do not use unregistered schools and currently have four APs. **Orchardside**, a secondary-phase Pupil Referral Unit (PRU) provides short term, specialist support and teaching to young people enabling them to return to mainstream education.

Operationally, mentors continually assess and meet with the young person through weekly visits identifying any support they may need. Enfield AP staff also attend all professional and educational meetings to keep up to date with developments and give our input based on our meetings and interactions with the young person. Regular quality assurance checks are carried out as part of the provision oversight process.

Leaders have established clear processes to enable services and providers to evaluate and improve their provision regularly

There are a range of Boards and Sub-groups that have been established to shape, influence and challenge the offer available to children, young people and their families. This is explored through data and trends, service feedback, SEN Action Plans, Local Inclusion Plans, educational attainment outcomes, through peer reviews and through reference groups that hear the voice of all parties responsible for the delivery of the SEND System. An example is the Young Inspectors project run through our **Youth Development Service**. Both **All About Me** and **KRATOS** also provide young people with SEND the opportunity to evaluate and improve services. Bespoke feedback sessions are also held in settings. The post-it map below was created through engagement with students attending City College.

Partners also have clear evaluative and responsive processes. The Quality Assurance framework has also enabled the partnership to make informed adjustments to the professional advice content. During this year, we have carried out a complete review of all Post 14 cases – 1,398 as well as over 60 audits carried out by advice givers and the SEN Service.



11

Leaders create an environment for effective practice and multi-agency working to flourish

Leaders share performance data, trends and successes, through a range of Boards and scrutiny and challenge groups leaders make certain that the working environment produces effective collaboration that fundamentally meets the needs of children, young people and their families. All meetings are set up to establish TOR that encourage, scrutiny, challenge and solution focused approached. Training is delivered by external and internal providers, making best use of shared local knowledge as well as national good practice. This raises knowledge, confidence and encourages practitioners to try new approaches. As a result, children and young people are afforded an integrated and tailored local offer that is both responsive and supportive of practitioners trailing innovative and creative practice.

The plans for 2025:	Our progress against those plans:
Implement the new Case Management System and provide partnership workforce training to enable shared access to relevant data	This is now underway and due to go live mid-March 2025. Practitioners have been involved in designing new case workflows and are helping the data team understand the processes needed and opportunities available now that they are aligned with Children Social Care users.
Tailor opportunities to work closer with our education setting colleagues in secondary schools and further education to ensure teachers and tutors understand and can contribute toward supporting our young people through person centred planning	EASA, ECASS, Educational Psychologists and our Secondary Inclusion Support Service all work closely with our Enfield secondary schools. They support practice, planning and provide training and system thinking to empower all school staff to think in a person centred, trauma informed way.
Co-ordinate a programme of multi-agency training, through the SEND Partnership Board, to be delivered across the partnership to ensure consistency, integration and ensure an outcome-based approach	<p>Training has been co-ordinated through discussion at the SEND Partnership Board and adheres to the partnership principles listed in the SEND Partnership Strategy. Therefore, the SEN Service, SEYIS, Educational Psychology, health, SEN Advisor (SENCOs) and DBV leads all work together to provide a co-ordinate training offer for the multi-agency workforce.</p> <p>Recent training has included PFA (26 June 2025), SENCO conference (15 October 2025) and Annual Reviews (26 November 2025).</p>





What we do, how this helps and what is the impact felt by our SEN families

Leaders ensure that practitioners are clear on their individual roles and how they can best work together to improve outcomes for children and young people

The partnership is committed to continuous improvement, and this is also reflected in workforce support and training. Robust **Personal Development Reviews (PDRs) and regular supervision** (clinical and line management) ensure staff are clear about their roles, responsibilities and are equipped to deliver accordingly. These are supported by individual partners training and partnership multi agency training events. Recent multi - agency **Tracking Audits**, based on specific case reviews, have further supported the partnership to identify good practice and collective learning. This empowers teams to share effective strategies and continuously improve outcomes for children and young people with SEND

The **Quality Assurance Framework** monitors application of new skills/knowledge post training event as well as triggering further training if needed. This ensures colleagues apply their new skills and knowledge resulting in enhanced practice benefiting SEN children and young people.

Increased quality has resulted in the additional of a **blue rag rating**. This is awarded to work that demonstrates exceptional quality and impact, signifying performance that surpasses the standard 'green' rating and sets a benchmark for excellence within the partnership.

The partnership has several panels that bring together professionals from education, health, and social care to review individual cases, make decisions about support, and ensure that provision is tailored to the needs of each child or young person. These include:

- SEN Panel -consider requests for Education, Health and Care Needs Assessments (EHCNAs)
- Provision and Partnership Panel – these reviews current cases where current provision is not meeting need and assesses requests for an alternative setting, It also helps identify gaps in provision and ensures that resources are used effectively and equitably
- Complex Needs Panel - this decision-making group is designed to support children and young people with the most complex needs, where funding and support responsibilities are shared between education, health, and children's social care.

Each panel is also tasked to collect user data and escalate workforce development issues.

Leaders ensure that practitioners have the appropriate skills to understand children and young people's needs and aspirations, and to create an inclusive environment

The partnership is focused on ensuring practitioners have the appropriate skills to understand children and young people's needs and aspirations and identify an appropriate environment for delivery. This includes offering access to training programmes delivered by the Autism Education Trust, Nurture Groups and ELSEC. E-TIPSS (Trauma Informed) partnership programme is now well established and currently has 30 champions that have been trained across 10 services. 880 school staff (in the 20 implementation schools) have accessed the E-TIPSS training to date.

ECASS provides **whole-school training** and bespoke sessions to embed inclusive practices. It also offers "lite bite" interventions like Zone of Regulation and Recognising Behaviour as a Communication.

All Speech and Language Therapists are required to complete read the CDC [Health Advice](#) resources (including PFA) as part of their induction. This ensures they are aspirational and list inclusive environment suggestions in their advice. They are also able to self-assess their advice.

Recent multi-agency PfA has launched the **PfA guidance and an assessment tool for professionals**, designed to embed PfA principles in everyday practice to help young people prepare for further education, employment, independent living, and participation in society. Other PfA training has led to improved transition events, updated annual review templates, and the development of hybrid support models involving both social care and education. Schools can access training via traded and free courses. These are accessed via the Schools Hub.

The partnership encourages a **peer championing** approach to the delivery of inclusive, supportive practice in conducive environments. This is delivered through specialist posts (SEN School Advisors, Service leads etc), or through staff taking on the additional role, for example Inclusion Charter Champions. The Educational Psychology Service also provides needs-based support and training across schools.

Leaders encourage practitioners working together to focus on the child or young person, identifying alternative solutions when existing options do not meet need and aspirations effectively

The partnership leaders are advocates of creative and innovative solutions welcoming the use of alternative support such as Verbo (an online speech and language therapy toolkit purchased by ECASS) and the innovative practice encouraged by EASA.

The partnership needs-based approach has enabled practitioners to focus on the presenting needs of the child or young person and encourages identifying alternative solutions when current provision or selected options are meeting needs. This approach is assessed via the Quality Assurance Framework through multi agency audits (attended by Service Heads) and has resulted in identifying access to supportive programmes such as **Rising to Reception or Successful Start to Secondary programme**.

AV1 Bots are used to support a return to education and for those children and young people with medical needs.

Leaders ensure that practitioners working with children and young people with SEND have the right knowledge and skills to reduce the risk of harm, and understand that children and young people with SEND may be more vulnerable to abuse, neglect and exploitation

As a partnership, the multi-agency approach including safeguarding policies is displayed on Safeguarding Enfield. Courses are free to Enfield statutory, voluntary and charity organisations to ensure all staff can attend. Support for local and national courses are also expressed both in practice, as part of staff inductions and within Local Authority policies.

There's an evidenced strong focus on safeguarding, with mandatory training and supervision in place for health staff, and a **DSL network** that facilitates partnership-wide sharing of safeguarding information and practices. There are also **Child Safeguarding Practice Reviews (CSPRs)** which are systematic reviews of serious child safeguarding cases at both a local and national level. The recommendations are then included in future practice. [The Hub](#) also provides updated guidance for all Enfield Schools.

The partnership also encourages attendance on the Council for Disabled Children training (Decisions, capacity, and an introduction to Liberty Protection Safeguards). Safeguarding is also a core component in other training course such as the E-TIPSS training. All SEN Staff undergo a range of training that supports the safety of children and young people.

Processes and systems are set up to support practitioners to work together and share appropriate information in a timely manner, including strong systems for identifying and responding to risks to children and young people with SEND

The partnership, through the **DSCO and DCO posts**, ensures practitioners are supported to work together especially when identifying and dealing with risk. For health colleagues mandatory safeguarding group supervision enables staff to meet with **Specialist Safeguarding Children's Nurse** and discuss current cases and when appropriate, the sharing of relevant current issues. The Service for Disabled Children similarly has its own **Cheviots Social Work Team**, that can make referrals through the Children's Portal which is triaged by the Multi-Agency Safeguarding Hub (MASH).

The whole system approach is evident in the SEN Panel, DSR, CETR, Continuing Care Panel, TOG as well as through delivery services such as Travel Assistance.

Leaders ensure that practitioners are clear on their individual roles and how they can best work together to improve outcomes for children and young people

The partnership encourages all leaders to work towards achieving strategic outcomes for all children and young people, ensuring they are safe, healthy, happy, and included in their educational settings and communities. To support this, regular meetings and collaborative planning are promoted through established forums such as the Pre-SEND Board, alongside multi-agency quality assurance audits and case reviews.

There is extensive training that takes place throughout the academic year including:

- Inclusion Briefings, SENCO Networking Events and SENCO Reference Groups
- Annual SENCO Conference
- Annual Head-teacher Conference
- Head-teacher Briefings
- Updates to lead-member for children
- Directors Management Team meeting
- ECASS Events
- EASA
- EP Training
- PFA
- New to EHCP
- New to SEND

All training events are collaborative and are based on feedback from our data or feedback from our schools and families. They are also evaluated and line managers asked to review the application of new skills or knowledge through supervision sessions.

Thematic joint delivery scenarios are also incorporated into multi-disciplinary team training sessions and courses to strengthen shared understanding and practice.

This ensures staff feel confident in working collaboratively to support child and young people with a variety of needs.

This confidence is reviewed through line management and practice delivery evaluation.

Processes and systems are set up to support practitioners to work together and share appropriate information in a timely manner, including strong systems for identifying and responding to risks to children and young people with SEND

The partnership has established multi-agency systems such as the Designated Safeguarding Register (DSR), Complex Case Panel and specialist roles such as the Designated Clinical Offer (DCO) and Designated Social Care Offer (DSCO) to ensure that there are processes and systems to enable fast and efficient information transfer and the ability to respond to risk. There is also a **DSL network** that facilitates partnership-wide sharing of safeguarding information and practices. All managers are also aware of the **LADO** contact details should they have concerns as to professional conduct. This means children and young people benefit from Early Help preventing escalation and crisis intervention and the assurances that professionals act appropriately.

Enfield is nationally recognised for its outstanding practice in supporting young people with SEND in the Youth Justice Service, as evidenced by multiple awards and commendations.

This **Youth Justice SEND Award for Quality Lead**, developed by the Association of Youth Offending Team Managers (AYM) and Microlink, recognises high standards in supporting children with SEND in the justice system. It is based on evidence of improved outcomes through effective partnership working and is valid for three years.



The Enfield Youth Justice Service has also achieved **Registered Restorative Organisation status**, reflecting its commitment to restorative justice practices and national standards. It also **fully complies with the SEND Code of Practice** Requirements for Maintaining EHCP's in Custody, commissioning and a child-centred, restorative approach.

The partners recognise the need for robust and efficient systems, and this has led to investment in a **SEN Improvement Lead** role and the partnership delivery of the **DBV programme workstreams**. As a result, systems are responsive and regularly reviewed to make sure they are fit for purpose. This results in timely identification and effective responses to any risks facing SEND children and young people.

ECASS's multi-disciplinary team and investment in a borough-wide virtual toolkit evidence best practice in supporting children with speech, language, and communication needs, as well as co-occurring challenges. This model ensures that all education settings and families in Enfield are equipped with the tools and knowledge needed for early identification, effective intervention, and ongoing support.

We use a range of data to identify needs including MIME Data, Schools performance data and Admissions data.

Case Study - PACE Training

Supporting Relationship-Based Practice for Children with a Social Worker

Enhancing trauma-informed responses and relational practice across schools and services.

Three central PACE training sessions were delivered at Suffolks Primary School during the 2024/25 academic year, commissioned by the Virtual School. Attendees included staff from primary, secondary, special/alternative provision, and professionals from the Youth Justice Service and CAMHS. The 3-hour sessions covered trauma-informed practice, the PACE approach (Playfulness, Acceptance, Curiosity, Empathy), and practical strategies such as empathy maps and role play using the iceberg model.

Staff valued the opportunity to share experiences across settings, reflect on compassion fatigue, and explore inclusive strategies. Resources provided included PACE scripts, empathy statements, and emotion coaching guidance.

“The three hours outside of school allowed time to pause and think about the children we see every day.”

“Thank you for being very informative, helpful, friendly and bringing fun into the training.”

“I will try to embed the PACE approach in my daily practice to help create a safer and more supportive environment for children.”

What are our plans for the next 12 months to improve the experiences and outcomes of children and young people with SEND?

The partnership is committed to using current findings and agreed ongoing work to ensure children and young people benefit from their involvement and are supported to realise their aspirations as valued members of their local communities.

The coming year will be particularly significant, with an anticipated SEND Reforms and Schools White-Paper, Ofsted/CQC inspection and a review of progress against the current strategy, as we begin shaping a new strategic plan for 2027.

Our action plan focuses on continued training, preparing for the SEND Reforms and the Schools White Paper, progressing with DBV and the Change Programme, sustaining and finessing the work already underway, and building on two successful years of parental engagement and service inclusion.

2026 Year Ahead

	Key Actions	Measuring impact of actions/KPIs
Digital Tools & AI	<p>By April 2026, monitor and report on statutory advice delivery and EHCP timeline compliance using digital dashboards, achieving real-time tracking for all open cases.</p> <p>By July 2026, increase the percentage of on-time advice delivery, using automated reminders and workflow tools integrated into the case management system.</p> <p>By July 2026, implement AI-assisted drafting for 50% of new EHCPs, ensuring all case officers are trained and using the tool for initial plan creation.</p> <p>By July 2026, utilise Liquid Logic predictive analytics to identify and flag at least 95% of EHCP cases at risk of delay each month, enabling proactive resolution by September 2026.</p>	<ul style="list-style-type: none"> • % of EHCPs drafted using AI tools. • Average time to draft EHCP. • % of cases flagged and resolved early. • % on-time advice delivery
Reducing EBSNA	<p>By September 2026, we would like to have a policy on EBSNA to improve attendance by using AV1 bots and other online tools.</p> <p>By September 2026, offer EBSNA awareness and intervention training to 70% of all mainstream and specialist settings staff, ensuring consistent early identification and support.</p> <p>By November 2026, maintain learning continuity for at least 60% of pupils supported through AV1 or alternative interventions, as measured by case tracking and/or school attendance data.</p> <p>By December 2026, pilot and evaluate at least two alternative digital or in-person interventions for emotional wellbeing, with a goal of achieving a 15% improvement in pupil attendance rates post-intervention.</p>	<ul style="list-style-type: none"> • Number of AV1 robots deployed. • Completion of EBSNA policy • % of schools attending AV1 bots workshops • % of pupils maintaining learning continuity. • Attendance rates post-intervention.
Mainstream Inclusion	<p>By Easter 2026, fully implement the Local Inclusion Support Offer (LISO) pilot, and carry out an interim service review.</p> <p>By September 2026, expand the inclusion audit to incorporate a digital toolkit, achieving 90% usage across mainstream schools and using audit results to inform measurable action plans.</p> <p>By December 2026, co-produce and adopt an Inclusion Policy in partnership with staff, families, and pupils in 70% of mainstream schools, with annual reviews to ensure relevance and effectiveness.</p>	<ul style="list-style-type: none"> • Number of schools supported by LISO. • % of schools with Inclusion Policy. • Inclusion audit completion rate

	Key Actions	Measuring impact of actions/KPIs
Preparing for Adulthood (PfA)	<p>By March 2026, deliver annual multi-agency PfA training to all SENCOs and relevant professionals in every secondary and special school, achieving at least 90% staff attendance.</p> <p>By September 2026, ensure that 90% of EHCPs for students aged 14+ include clear, measurable PfA outcomes across education, employment, independent living, and community participation.</p> <p>By September 2026, increase the number of young people with SEND accessing supported internships, apprenticeships, or employment pathways by 20% compared to 2025.</p> <p>By December 2026, implement a standardized transition protocol in all settings, ensuring 95% of young people experience a documented, multi-agency supported transition to their next phase.</p>	<ul style="list-style-type: none"> • Number of young people accessing hybrid PfA. • Number/% of SEND students in internships/apprenticeships. • % of young people experience a documented, multi-agency supported transition to their next phase.
School Places & Specialist Provision	<p>By April 2026, following Phase Transfer, deliver and implement a sufficiency report that identifies demand and monitors progress in developing new placements.</p> <p>By July 2026, finalise the Specialist Resource Provisions (SRPs) and Designated Units applications to ensure a 15% increase in secondary school places for the 2027/8 academic year, ensuring equitable access across all key stages.</p>	<ul style="list-style-type: none"> • Sufficiency report • Number of new places created. • % increase in SRP/Unit capacity. • % of demand met.
Co-production & Engagement	<p>By March 2026, ensure that feedback from all co-production activities is systematically reviewed and incorporated into service planning, with “you said, we did” updates published quarterly.</p> <p>By July 2026, increase the number of co-production events and forums by 25%, ensuring a broader programme to further enable families and young people to participate in shaping SEND services.</p> <p>By September 2026, offer co-production training to 100% of SEND staff, with post-training evaluations showing at least 90% confidence in facilitating meaningful engagement.</p>	<ul style="list-style-type: none"> • You said, we did quarterly updates • Number of forums held. • % of families participating. • Dashboard launch date. • Feedback response rate
Speech and Language Support	<p>By September 2026, establish a formal protocol for commissioning and coordinating SALT provision for all out-of-borough placements, ensuring that 100% of new out-of-borough EHCPs include a coordinated SALT plan.</p> <p>By December 2026, implement the agreed Independent Speech and Language Therapy (SALT) review report, aligning these with findings from the current ICB Therapies report.</p>	<ul style="list-style-type: none"> • % of settings implementing SALT plan. • Average wait time for intervention. • % of out-of-borough cases with coordinated SALT. • Family and setting satisfaction rates

	Key Actions	Measuring impact of actions/KPIs
Neurodiversity Timelines	During 2026, monitor and analyse the timeliness of neurodiversity assessments, reporting progress and areas for improvement to the SEND Partnership Board on a quarterly basis.	<ul style="list-style-type: none"> • % of assessments completed within target timeframe. • Average wait time. • Number of cases reviewed quarterly.
Celebrating Achievements	<p>By September 2026, co-produce and launch a SEND inclusive Achievement Awards event in partnership with young people, families, and professionals recognising a range of achievements.</p> <p>By September 2026, ensure that at least 75% of award categories are co-designed with children, young people, and families, reflecting a broad range of achievements and contributions.</p> <p>By December 2026, promote SEND CYP achievements through at least three media channels (e.g., Local Offer website, social media, newsletters), aiming for a 20% increase in engagement compared to previous SEND communications.</p>	<ul style="list-style-type: none"> • Number of awards given. • Event attendance data • Media reach/engagement data. • Number/% of co-produced award categories • % of participants providing positive feedback

Acknowledgements

We would like to thank all partners who contributed towards this self-evaluation through attendance at the October event, Board membership, individual meetings, focus groups and report submissions.

We would like to say a special thank you to the following:

- 23 parents from Delta Primary School and West Grove primary School for engaging in targeted focus groups (held at the respective school).
- 3 parents from Fern House School who shared their experiences
- Our Voice (parent forum) for inviting us to their parent drop-in sessions and events, and for providing broader member feedback that has helped us identify priorities for future service development.
- 36 young people who gave their views whilst attending Bel Lane and Ponder's End Youth Centre
- 22 parents who attended the twilight SEND Drop-In session (22 Jan, 9 July, 26 November)
- 4 Parents who met the team at the Our Voice Spring event
- 9 families that met the Our Voice Spring event
- 87 parents that completed the "Have you Say" questionnaire (Spring 2025)
- 79 parents that completed the "Have you Say" questionnaire (Autumn 2025)



This document was approved by the
Health and Wellbeing Board (March 2026)

