



## **Eden Primary SEND Information Report 2024-2025**

This report has been designed to help parents/carers understand how we support children with special educational needs and disabilities (SEND) at Eden Primary.

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## **Our vision and how we hope to achieve it**

Eden Primary is a Jewish school where everyone is welcome. This refers to children of all attainment levels as well as all faiths. We have a clear ethos of celebrating diversity within our school community and beyond and believe that a diverse learning community benefits all of our pupils. A personalised learning approach to teaching ensures that all pupils have the opportunities to achieve their full potential.

## **Type of school**

We are a one-form entry primary school for the 4 - 11 age range. We were established under the government's Free School initiative to provide an integrated Jewish and general education programme for Jewish and non-Jewish pupils from the local area.

## **Our Ofsted rating**

In our last Ofsted Inspection (March 2024) we were found to be a GOOD school.

## **What types of Special Educational Needs we cater for at Eden Primary**

Eden Primary School is a mainstream primary school and welcomes children with SEN in one or more of the following areas:

- Communication and Interaction  
e.g. speech, language and communication needs (SLCN), Autism Spectrum Condition (ASC)
- Cognition and Learning  
e.g. Specific learning difficulties (SpLD) e.g. dyslexia, dyscalculia and developmental coordination disorder (DCD), moderate learning difficulties (MLD), severe learning difficulties (SLD)
- Social, Emotional and Mental Health difficulties (SEMH)  
e.g. Attention deficit hyperactive disorder (ADHD), depression, eating disorders, attachment disorder, obsessive compulsive disorder (OCD)
- Sensory and/or Physical needs  
e.g. vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI), Cerebral Palsy (CP), epilepsy
- Medical needs

Where pupils have medical needs and SEND, we will plan and deliver education provision in a co-ordinated way with their Health Care plan, if they have one. We will also follow the statutory guidance on supporting pupils at school with medical conditions.

We understand that children may join the school where parents/carers are in the early stages of identifying SEND and we will always work closely with families to support their journey with assessments and referrals needed to clarify each child's needs and (where appropriate) diagnoses.

Our teaching team have experience in supporting the needs of learners with a wide range of needs. In some cases, a child with complex needs or a particular SEND may join the school. If school does not currently have

the resources or knowledge needed to effectively adapt the teaching and learning environment we will always work with parents/carers and seek support from outside agencies to equip staff with the necessary skills and training required.

### **How we identify whether a child/young person has Additional Needs or Special Educational Needs**

The term SEND describes the needs of children who have a difficulty or disability which makes learning harder for them than for other children of the same age. SEND can cover a broad spectrum of difficulty and disability and children may have wider ranging or more specific difficulties.

Children's needs can and often do change over time as they grow and develop or the demands of the curriculum change. We have termly assessment and monitoring procedures at Eden, which are designed to identify children who might be making less than expected progress or who are developing Additional Needs or SEN. Having Additional Needs is not the same as having SEN. Additional Needs might describe the need for further development of a skill that a child finds difficult or requires extra practice to master, when compared to their peers or the need to consolidate or to fill any specific gaps in learning. Support for Additional Needs can usually be met through Quality First Teaching (high quality teaching that is differentiated and personalised to meet the individual needs of the majority of children) or short-term group work focusing on a specific learning gap or skill. In this case, the child's teacher will meet with the parents to discuss targeted additional provision that will be implemented and the child's progress will be monitored over one to two terms.

A Special Educational Need would suggest the need for:

- intensive additional skill intervention
- a learning approach adjustment/long term scaffolding or support
- additional and external assessment/diagnosis.

Should a child have an identified SEN or where difficulties persist beyond one or two terms, despite targeted additional provision and Quality First Teaching strategies, it is important that they get the help they need as soon as possible. At Eden primary, SEN is identified in one or more of four ways:

#### **A) SEND Code of Practice (2014) guidance**

#### **B) Progress data**

#### **C) Professional judgement**

#### **D) Identification Process within the school**

#### **A) SEND Code of Practice (2014) Guidance - Definition**

A child with SEND:

- has a significant greater difficulty in learning than the majority of children their age or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

#### **B) Prior Attainment & Progress Data**

Termly Pupil Progress Meetings held between the Senior Leadership Team and the class teacher will highlight where a child's progress continues to be less than expected. The class teacher (working with the SENDCo),

should assess whether the child has SEN utilising additional assessments or seeking professional advice when needed.

### **C) Professional Judgement**

In deciding whether to make special educational provision, the teacher and the SENDCo will collaborate with parents/carers to consider all of the information gathered from within the school and about the pupil's progress, alongside national data and expectations of progress. Specific difficulties affecting cognition and learning and any difficulties affecting the child's social, emotional and mental health and any sensory processing difficulties will be considered. Advice from external professionals may be sought at this stage if necessary to help inform practice and decisions. The waiting list times for assessments from external professionals relating to identifying SEND vary hugely. School will process necessary referrals after discussion with parents/carers and will keep families updated as to the status of any open referrals.

### **D) Identification process within the school**

1. If staff feel that there is a developmental or learning issue, they can seek informal advice on how to support the child from the SENDCo. The SENDCo will ensure the teacher is implementing Quality First Teaching strategies, including effective differentiation and adaptations and adjustments to the curriculum as the first step in this process.
2. If a teacher, (having implemented appropriate Quality First Teaching strategies and effective differentiation), suspects that a child has potential SEND they will formally submit their concerns to the SENDCo. This is done using a SEN Initial Concern form and completing a Haringey Neurodiversity Profiler to identify areas of need. The SENDCo will then arrange a 'formal consultation' meeting, inviting both the class teacher and parent/carers to discuss the concerns and agree on a course of action. The child's attainment and progress, compared to age related expectations, as well as any further difficulties will be discussed, in order to identify any SEND.
3. If a parent/carer has a concern regarding their child's needs, they will need to arrange to meet with the class teacher first to discuss the concerns. Following this, if the parent/carer's concerns remain, the class teacher can request to meet the SENDCo with the parent/carer to help clarify the difficulties and any next steps.
4. If targeted or specialist support is deemed necessary to meet the child's need, this provision will be recorded in an Individual Support Plan (ISP) to be reviewed termly between the class teacher and parent/carers and the SENDCo when necessary. The child's name will be added to the SEND register as having SEND Support (if appropriate).

Our regular assessment and monitoring procedures through termly Pupil Progress Meetings ensure that children who appear to progress more slowly than their classmates are picked up and monitored by Senior Leaders. We track these children to ensure that their progress improves with targeted support and intervention and to adjust provision when necessary. In collaboration with parents/carers, once a child is identified as having SEND through the processes described above, the child will be placed on the school's digital SEND register.

We aim to work in a genuine partnership with parents. Parents/carers are always welcome to speak to the class teacher or make an appointment to speak to the SENDCo if they have any concerns.

## **How we adapt our teaching for children/young people with Special Educational Needs?**

Children with SEND are taught alongside the other children in the class and lessons are designed to be inclusive so that all the children in the class learn and make progress. We do this by effective differentiation. Most of our pupils with SEND have their needs met through Quality First Teaching and effective differentiation. Quality First Teaching is a style of teaching that focuses on high quality and inclusive teaching for every child in a classroom. It relies on a variety of learning strategies in order to be effective and is an approach that highlights the need for a personalised learning experience, encouraging greater inclusion of pupils with SEND needs. A key part of this process is involving the child in decisions regarding their provision and setting targets collaboratively, where possible.

Differentiation involves the class teacher adjusting and adapting planning so that each child is able to make progress from their individual starting points. It is a child-centred approach which sees each child as an individual and which fosters high expectations for each child. The teachers use a combination of different ways to group the children depending on the specific lesson and the particular skills being taught. Children may be grouped by current or prior attainment level or on other criteria, such as friendships or personality. The curriculum is varied and teaching is planned to provide each child with opportunities to develop their strengths as well as to support them with areas they find challenging and to express and demonstrate their learning in the most appropriate ways. The teacher uses assessments and their understanding of the child's current levels of understanding and attainment when planning their next steps. The learning can be differentiated by content, process, product or environment. The class teacher may use a range of targeted and time-limited intervention programmes provided by the school and often delivered by Teaching Assistants or personalised strategies for different pupils to focus on certain skills or needs. We allocate additional support from Teaching Assistants to help complement the work of the class teacher to support children with additional needs or SEND and to support small group work across the school.

Every class teacher is responsible for the assessing, planning, monitoring and teaching of all the children in their class, including those with SEND. Where children have particular needs, teachers and teaching assistants receive training and support to meet these needs from our Inclusion Lead or other specialists where necessary. If a pupil is identified, through the assessment process above, as having SEND, their teacher and SENDCo will consider everything known about the pupil to determine the support needed and whether it can be provided by adapting and adjusting the classroom offer or whether something different or additional is required. Where provision for SEND is needed, we work with pupils and their families to plan what to do. This usually includes writing an Individual Support Plan (described above).

### **Special Arrangements during assessment times:**

Eden provides additional support for pupils with SEND to be able to access end of key stage assessments when needed, for example: additional time, prompting, time breaks, adults permitted to read for Maths and Writing assessments, scribes or enlarged print for those with visual impairments etc. These arrangements are often based on what is done as general classroom practice and are in line with what is permitted by the testing authority.

## **What we do to help children with Special Educational Needs**

At Eden, we have developed a wide range of ways in which we support children with different SEND which we implement using the following procedure:

1. The class teacher (supported by the Inclusion Lead) identifies what the particular difficulty is and sets provisional targets on the written Individual Support Plan (ISP).
2. The class teacher discusses with the child (using child-friendly language and where appropriate) what they are enjoying or finding challenging and what things they want to focus on over the next term. The child's views are recorded on the ISP.
3. The class teacher and Inclusion Lead meet with the parents/carers to discuss their child's needs. We agree a programme of support that is carefully targeted to the particular area(s) of difficulty. This describes the targets we will set for the child (using baseline assessments and observational notes of current levels of attainment/skills) and what we will do to support the child to achieve these targets. These targets will be associated with the four broad areas of need and may relate to specific academic goals or to learning behaviours, such as resilience, independence or attention and focus, or to social or emotional needs. To see whether the support is working we set a time frame to review how things are progressing. This is written down in the ISP. The programme of support may include specialist equipment, specific ways of working with the child in class or additional group/individual work with a teaching assistant or teacher. It may also detail any specialist support from external professionals, such as an Occupational Therapist (OT) or Speech and Language Therapist (SaLT). It will also include ways that the family can support the child out of school and is an important step for the school staff and parents/carers to collaborate and discuss priorities for the child as well as to share their knowledge and understanding of strategies which work best for the child. We recognise parents as 'experts' when it comes to their children's needs and we foster a partnership relationship with parents within this process.

We review the ISP every term with the parents/carers and the child if this is appropriate. For children with communication difficulties the class teacher may agree a home-school communication log (generally via email) to feedback to parents/carers important information regarding a child's learning each week. This aims to develop the home-school partnership further and to advise ways that parents can further support their child at home. This also allows parents/carers to inform teaching staff of any developments at home which teaching staff may need to take into consideration within their planning.

For our children with the highest level of need who have an Education, Health and Care Plan (EHCP) we will support using the ISP process described above, with termly meetings between school and home, as well as through statutory Annual Reviews of progress, to ensure agreed provision is being delivered.

We foster an ethos of inclusion at Eden and for this to be effective we feel it is important that all children understand the different types of SEND we have within our school community. Class teachers deliver PSHE lessons on Inclusion to their classes each year with follow-up activities tailored to their age group. This gives children an opportunity to ask any questions they may have within a structured conversation and to explore their understanding of inclusion further. This helps all pupils to understand how to support their peers and to have a greater insight into our ethos and practice of personalised learning, to help maintain a community based on acceptance and empathy.

#### **How we decide what resources we can give to a child/young person with Special Educational Needs?**

Part of the school's budget is for support for pupils with SEND. This is a fixed amount for the academic year and we use the money as effectively as possible, making sure that we can give help to all the children who require it. We keep records as to the effectiveness of the different programmes we implement and use these

records as well as national data in order to ensure we are using appropriate and effective resources to meet our pupils' needs. Any additional resources or interventions we buy into will be evidence-based approaches proven to accelerate learning or develop targeted skills.

We have clear criteria for the support we can provide for children based on their level of need. We provide additional support for children who are over a year behind the expected level for their age in literacy and mathematics or where they have language, physical or social, emotional or mental health difficulties which are impacting their ability to access the curriculum or school life. Decisions about whether a child will receive additional support are made based on the thresholds similar to those used in other local schools.

Decisions about which intervention programmes are best for a child with SEND are made by the Inclusion Lead in consultation with the child's class teacher, any specialists working with the child and their parents/carers. These are approved by the Headteacher. All interventions are short-term and reviewed at least termly and are evidence-based approaches, proven to be effective in developing the desired skills. Parents/carers are encouraged to participate and collaborate in this decision-making process at the child's termly review meeting or by phone/email. The child's needs are considered holistically when making these decisions and support may need to be carefully tailored to a child's current level of need, emotionally and physically, as well as academically.

In circumstances when a child has complex SEND and the highest levels of need, we may not be able to meet a child's needs from our own funds or school resources. In these cases we will request they be considered for an Education Health and Care Plan (EHCP) Needs Assessment from the local authority, in order to gauge whether additional resources and funds are needed to be able to support the child and allow them to make good progress. The process for requesting an EHCP assessment in Haringey can be found on the Council's website [www.haringey.gov.uk](http://www.haringey.gov.uk). Click on the Children and Families tab which will take you to "Children with Special Educational Needs and Disability – Local Offer". As a parent or carer, you can also initiate this process and can request access to further support by emailing Haringey on [SEND@haringey.gov.uk](mailto:SEND@haringey.gov.uk). The Inclusion Lead will be able to discuss this in more detail at parents' requests.

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

In addition to the whole school assessment programme where teachers assess children's attainment and progress against national expectations in literacy and mathematics, we undertake a number of additional measures to ensure pupils with SEND are making good progress. Baseline assessments are used at the beginning of targeted interventions to gauge the child's starting points. This assessment may be in the form of measures such as counting behavioural incidents, assessing standardised reading ages, identifying gaps in maths skills or considering independence with certain skills in class. The data gained may be numerical (quantitative) or observational (qualitative).

From this, targets for each individual's progress are agreed at the beginning of an intervention or in an ISP review meeting with parents/carers each term. Staff working with the children are aware of these targets and are continually evaluating the children's progress in relation to these. Where staff do not feel sufficient progress is being made as an intervention progresses, they seek advice from the Inclusion Lead to identify possible barriers to learning and measures that can be taken to address these.

At the end of a period of support, the child's attainment will be reassessed and compared to their starting point before the intervention, so that progress can be evaluated. This will be shared with the parents/carers at the termly ISP meeting, if the pupil is on the SEND register or via email/letter/phone call, if the child is not. The staff member providing additional support may also liaise more frequently with the parents/carers during an intervention, if this is agreed to be helpful and supportive in meeting the child's needs.

### **Support we offer for children's/young people's health and social and emotional development**

Children need to be happy and to feel safe and secure to be able to access the school curriculum and to learn well. All of our teaching staff work with children in their classes on social skills, behaviour and emotional well-being. We have a strong social, moral, spiritual and cultural ethos that is embedded across our entire curriculum and is used to support pupil's emotional well-being.

If a child has a particular difficulty, their class teacher will seek support from other members of staff, such as the Headteacher, Inclusion Lead, or Teaching Assistants to help support the child. We have staff trained in supporting children with emotional difficulties and we may allocate Emotional Literacy Support Assistant (ELSA) time either 1:1 or in a small group to children who we feel need more targeted support. We have staff trained in the Zones of Regulation, an emotional regulation framework, to help develop a child's self-awareness of their difficulties and independence in using strategies at times of emotional dysregulation. Where external support is deemed necessary the Inclusion Lead may seek further support and strategies from the school's allocated Educational Psychologist.

Eden Primary has clear anti-bullying, relationships and diversity policies in place. If a child has particular difficulties resulting in challenging behaviours, a Positive Strategies Plan will be developed for the child, aiming to identify the cause or triggers of the behaviours and to support the child to develop their emotional regulation and support strategies needed and to avoid them disrupting their own (or others') learning and to prevent exclusion. Parents/carers and the child (if they are able) are encouraged to collaborate with teaching staff to inform strategies for each plan. This plan is shared with all staff to ensure the child's behaviour is managed consistently. The plan is then reviewed regularly between parents/carers and class teacher and the Inclusion Lead if needed, to review the effectiveness of the support in place and to adapt and amend strategies where needed.

If a child has a medical need, the parents and Inclusion Lead, in consultation with the school nurse (if necessary) complete a Health Care plan to ensure the child's medical or personal needs are met in school. Staff regularly receive training from medical professionals where necessary, in areas such as diabetes care, to ensure they are able to confidently manage pupils' medical and personal needs.

Children do not make good progress if their attendance is poor. All children's attendance is monitored half termly. The Headteacher meets with the parents/carers of any child whose attendance is causing concern and a plan is put in place identifying the cause of the problem and supporting the family to ensure the child's attendance improves.

At Eden, we encourage children to have a voice in decision-making about their school. Groups of children are regularly consulted about what they enjoy and would like to see improved in school. Children are also involved in decision-making processes regarding improving issues such as playtimes, lunchtimes etc.



### **Specialist external services we use when further support is needed**

Sometimes a child will have needs that will benefit from assessment and recommendations from a specialist outside the school. Depending on the child's needs we draw on support from:

Speech and Language Therapy  
Occupational Therapy  
Physiotherapy  
Child Psychology  
Child Psychotherapy  
Child and Adolescent Mental Health Services  
Hearing Impairment Service  
Visual Impairment Service  
School Nurse  
Haringey Learning Partnership  
Social Services

We will communicate with parents if we think additional support is needed before we contact other services. Referrals are made to outside specialists using the local authority referral thresholds.

At Eden, we have a specialist inclusion hub which consists of small team of specialists (Occupational Therapist, Speech and Language Therapist, Dyslexia Specialist) who work in school as part of a multi-disciplinary team with children who do not qualify for local authority support. We will discuss with parents if a referral to one of these specialists might be beneficial. Parents or carers can decide whether to refer although there may be a cost associated with this referral if individual assessment or intervention is required.

### **The training our staff receive**

At Eden Primary we have a minimum of 3 hours per year of whole staff training focused on SEND. The training takes place on INSET days or as part of our weekly continuous professional development. This training is focused on ensuring that all staff:

- Understand different SEND
- Know how to plan their lessons in such a way that is appropriate for children with SEND
- Know how to support the emotional needs of all children (including those with SEND)
- Understand the importance of and develop skills in working with parents and carers

In addition to this, individual staff receive training that is relevant to the children they are working with, particularly those with complex needs or specific difficulties. This training may be from the Inclusion Lead, more experienced colleagues, outside specialists or via local authority or external training courses.

Specific staff have received training on assessing and supporting pupils with dyslexia, supporting pupils with Down's Syndrome, teaching phonic interventions, using Numicon to support pupils who struggle with mathematics and the Zones of Regulation framework to develop emotional regulation. Governors have also received training with regard to special educational needs and the law.

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

All trips, outings and extra-curricular activities that we plan are suitable for children with SEND. As part of the planning process for a school trip or special activity, teachers carry out a detailed risk assessment where children's individual needs are considered and the appropriate steps are taken to ensure all children will be kept safe and can access the activity effectively. Parents or carers may be consulted as part of this process before arrangements are finalised. If parents are concerned about any aspect of an activity, they are encouraged to talk with the child's class teacher so that appropriate adjustments can be made.

### **Our school environment**

At Eden we are committed to creating an inclusive physical environment in which all children are comfortable and have their needs met. Our school was built in 2012 and is fully accessible for children with mobility issues. There are disabled toilets available close to the school office and changing facilities can be provided if needed. There is a disabled parking space on site for visitors with mobility issues.

We currently have a space within our school which is equipped for use by the school occupational therapist with specialist sensory integration equipment. In school, we have a range of equipment designed to support the development of children's co-ordination and motor skills in class. However, if a child requires additional equipment we are able to seek this through specialist services such as Occupational Therapy or as part of the child's Health Care plan.

We regularly seek the support of the Local Authority Visual Impairment and Hearing Impairment team to ensure that adjustments are being made to ensure our school environment is suitable for all of our learners.

### **How we prepare for children/young people joining our school and leaving our school and with transitions**

All children joining our school in Reception are visited at home by their teacher and teaching assistant during the Summer term. During this home-school visit, staff begin to form a relationship with the child and parents. Parents and nurseries complete a questionnaire designed to provide valuable information for staff regarding the child's development and to outline if there are any known or emerging SEND. The children come to school with their parents or carers initially in small groups for short periods of time. As they become settled and form relationships with the adults and children in their class, they stay for longer periods on their own in bigger groups. The speed at which this happens will be dependent on the individual needs of the child.

In addition to this, where children have a known SEND, the Inclusion Lead or teacher will visit them in their existing setting in the summer term of their Nursery year. We will try wherever possible to attend a meeting with the nursery staff, parents and any specialists to plan the support the child will need in Reception. At this meeting, it may be recommended that the child visits Eden before starting in Reception as part of a transition programme.

If a child has an identified SEND, it is important that they get the support they need as soon as possible. In order to make sure that any additional needs not known about before starting school are identified early, we work at getting to know all the pupils really well during the first month of school, by observing them carefully, interacting with them closely in small groups and setting up a series of assessment activities for

them to participate in. The class teacher meets with families during the first half term or very soon after and any concerns can be shared at this meeting and support planned.

We recognise that some children find the transition at the end of a school year, to a new class and to a new teacher, challenging. We have procedures in school to support these children further in getting to know their new teaching team and in familiarising themselves with new routines and procedures for the new class. Over the summer holiday, each class teacher will also send a welcoming and reassuring postcard to any children we anticipate may find the transitions challenging.

If your child is moving to another school or is in Year 6 and is on our SEND register, the school will arrange to meet with the new setting's SENDCo, or where that is not possible, speak to the school on the telephone. Relevant records will be passed on. For our children with the most complex and highest needs we will collaborate with parents/carers (and Local Authority specialist teachers, where applicable) and their new schools to ensure a thorough and personalised transition takes place. This may involve teaching the child functional skills to support secondary school routines, or additional learning opportunities to understand how to read a school timetable or navigate a school site using a map, for example. We liaise with Haringey Learning Partnership's specialist transition support teachers to offer a program of personalised support for children we anticipate may find the transition to secondary school particularly challenging. For parents of children with SEND in Year 6, we understand that there are additional considerations that may be needed when choosing school preferences and we will work closely with parents/carers and offer advice and suggestions, where appropriate, to help in making these decisions.

If a child with SEND were to leave us to move to another school before the typical secondary transition, we would liaise with the new school regarding the pupil's needs and forward all relevant paperwork to ensure the work started at Eden would be continued in the next setting.

### **How parents are involved in school life**

Community is a central part of our ethos at Eden Primary and parents are invited to be very involved in school life. We work hard to communicate effectively with parents. Each class has a weekly newsletter, the *Eeton*, informing parents about what has happened in the class that week. There is also a weekly newsletter from the Headteacher with general news and information about the school.

We hold Curriculum Evenings, where we explain to parents the learning focus for that particular term - including ways that parents can support their children at home. We also hold regular parent workshops on other curriculum areas. We hold at least two Parent/Carer consultations with class teachers each year and there is an annual written report mid-year. Parents or teachers will also have informal face-to-face or telephone meetings to discuss any issues which may arise during the course of the year.

The Headteacher holds feedback sessions for parents, to meet with her and share information about what is going well and areas for improvement or of concern. We ask parents for written feedback at Curriculum or Information Evenings as well as conducting an annual survey. The information gained from these surveys is carefully analysed by the school leadership team and policy or practice is adapted as a result where necessary. Parents are kept informed of this process through the Headteacher's weekly newsletter.

There is an active parent group, the EPG (Eden Parent Group) supporting the community and life of the school, and fundraising. All parents/carers are encouraged to volunteer, providing support in the school on a regular or occasional basis. There are parent representatives on the school's Board of Trustees.

We are always happy to talk to parents about any concerns they may have about their child. Parents are encouraged to talk with their child's class teacher in the first instance, but are also welcome to make appointments with the Headteacher, one of our Assistant Headteachers or Inclusion Lead, if further support is needed.

For parents whose first language is not English, we have a number of members of staff who are able to act as interpreters or translators. If we do not have a suitable member of staff available, we will employ the appropriate service from the local authority team. For any parents who find it difficult to attend meetings or access school information, we work hard to identify the difficulty and put in place appropriate support to ensure their children are not disadvantaged.

### **Who to contact for more information or to discuss a concern**

In the first instance: your child's class teacher

Inclusion Lead/SENDCo: Kate Caplan

Headteacher: Helen Graff

Assistant Headteacher, Senior Mental Health Lead: Yifat Johnson

Assistant Headteacher, Curriculum and Assessment: Laura Proffitt

Link trustee for SEND: Amelia Lasserson

If you are not sure who to ask, please contact the school administrator:

[yeliz@edenprimary.org.uk](mailto:yeliz@edenprimary.org.uk) or phone the school on 0208 883 9527.

We always encourage parents/carers to approach the school with any concern they may have. If you are unhappy with the way a concern or complaint has been managed by the school, you can contact SENDIASS who can provide you with SEND information, advice and support.

SENDIASS (SEND Information, Advice and Support Service)

Every local authority has a legal duty to provide a SENDIASS to parents/carers of children with Special Educational Needs. Parents and carers can access a range of support services to get the information and support they need so that their children can be happy and successful in school. SENDIASS can also offer specialist advice and information on issues such as disability benefits, behaviour support, transition & adulthood and guidance on other support services you can access. Parents/carers who would like further information about SENDIASS can follow the links at the end of this information report.

Our offer to children with Special Educational Needs and Disabilities will be reviewed in September 2025.

Please see our school Special Educational Needs and Disabilities Policy for further information.

## Useful Links

Haringey SEND Local Offer (the support services offered by Haringey for children and young people with SEND)

<http://www.haringey.gov.uk/children-and-families/local-offer>

Haringey SEND Information, Advice and Support Service (SENDIASS) (free, impartial, confidential support service for parents of children and young people with SEND)

<https://markfield.org.uk/haringeys-send-information-advice-support-service/>

Barnet SEND Local Offer (the support services offered by Barnet for children and young people with SEND)

<https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs.html>

Barnet SEND Information, Advice and Support Service (SENDIASS) (free, impartial, confidential support service for parents of children and young people with SEND)

<https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs/barnet-send-information-advice-and-support-service.html>

Independent Provider of Special Education Advice – IPSEA (offers free and independent legally based information, advice and support)

<https://www.ipsea.org.uk/>

SOS!SEN (free, independent and confidential telephone helpline for parents and others looking for information and advice on SEND)

<https://www.sossen.org.uk/>

SENTAS (SEN transport advocacy service)

<https://sentas.co.uk/>

Council for Disabled Children

<https://councilfordisabledchildren.org.uk/>

MENCAP (UK charity for people with a learning disability also offering support to families and carers)

<https://www.mencap.org.uk/>

Norwood (the largest Jewish charity in the UK with a multi-disciplinary team of practitioners and a family of services designed specifically to support vulnerable children and their families, and children with SEND)

<https://www.norwood.org.uk/>