



Eden Primary SEND Information Report 2025-2026

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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School Context

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.

Range of Special Educational Needs Supported

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

1. Communication and Interaction

Difficulties in communicating with others, understanding language, or using social rules of communication. Examples include:

- Speech, Language and Communication Needs (SLCN)
- Developmental Language Disorder (DLD)
- Autism Spectrum Condition (ASC), including social communication difficulties

2. Cognition and Learning

Learning at a slower pace than peers, even with appropriate differentiation.

Examples include:

- Specific Learning Difficulties (SpLD), such as:
- Dyslexia (reading and spelling)
- Dyscalculia (mathematics)
- Dyspraxia / Developmental Coordination Disorder (DCD)
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)

3. Social, Emotional and Mental Health (SEMH)

Difficulties in managing emotions, forming relationships, or displaying appropriate behaviour.

Examples include:

- Attention Deficit Hyperactivity Disorder (ADHD)

- Anxiety disorders
- Attachment difficulties
- Depression
- Eating disorders
- Obsessive Compulsive Disorder (OCD)
- Trauma-related needs
- emotionally based school avoidance (EBSA)

4. Sensory and/or Physical Needs

Physical or sensory impairments that affect access to the curriculum or school environment.

Examples include:

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Cerebral Palsy (CP)
- Epilepsy
- Sensory Processing Differences
- Medical conditions requiring ongoing support (e.g. diabetes, asthma)

Supporting Pupils with Medical Needs and Emerging SEND

For pupils with both medical needs and special educational needs and/or disabilities (SEND), we ensure that educational provision is carefully coordinated with their individual healthcare plans. This approach is aligned with the statutory guidance outlined in *Supporting Pupils at School with Medical Conditions* (DfE, 2015), ensuring that all aspects of a child's health and learning are addressed in a cohesive and responsive manner.

We recognise that some children may join the school while their needs are still being identified. In such cases, we work in close partnership with families to support the assessment and referral process, helping to clarify each child's profile of need and, where appropriate, facilitating access to diagnostic pathways.

Our teaching team brings a breadth of experience in supporting a wide range of learning and developmental needs. Where a pupil presents with complex or specific needs that require additional expertise or resources, we collaborate with parents and external professionals to ensure that staff are equipped with the necessary training and tools to provide high-quality, inclusive education. This commitment reflects our ethos of proactive, personalised support for every learner.

Identification of Additional Needs and Special Educational Needs (SEND)

At Eden Primary, we recognise that children may experience a range of learning difficulties or disabilities that impact their ability to access the curriculum in line with their peers. In accordance with the SEND Code of Practice (2015), a child is considered to have SEND if they have a significantly greater difficulty in

learning than the majority of others of the same age, or a disability which prevents or hinders them from making use of educational facilities typically provided in mainstream settings.

Children's needs are not static and may evolve over time due to developmental changes or increasing curriculum demands. To ensure early identification and timely support, we implement a robust cycle of assessment and monitoring each term. This enables us to identify pupils who may be making less than expected progress or who are beginning to show signs of emerging needs.

It is important to distinguish between Additional Needs and Special Educational Needs. Additional Needs may refer to temporary or less complex difficulties, such as the need for targeted practice in a specific skill area or support to close a learning gap. These needs are typically addressed through high-quality, differentiated classroom teaching (Quality First Teaching) and short-term interventions. In such cases, the class teacher will meet with parents/carers to agree on a plan of support and monitor progress over one to two terms.

Where a pupil's needs are more persistent or complex, and where progress remains limited despite targeted support and high-quality teaching, the child may be identified as having a Special Educational Need. This may necessitate:

- Intensive, targeted intervention
- Long-term scaffolding or significant adjustments to teaching approaches
- Further assessment or diagnosis by external professionals

In all cases, we are committed to ensuring that pupils receive the support they need as early as possible. We work collaboratively with families throughout the identification process, ensuring transparency, shared understanding, and a coordinated approach to provision.

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

At Eden Primary, we adopt a graduated and inclusive approach to identifying and responding to pupils' needs, in line with the SEND Code of Practice and current best practice in inclusive education. Our model is rooted in the principle that all children are entitled to access high-quality, universally designed learning experiences that anticipate and remove barriers to participation from the outset.

Initial Observations and Informal Support

Where a member of staff has concerns about a pupil's development or learning, they are encouraged to seek informal advice from the SENDCo. The SENDCo will support the teacher in reviewing the pupil's access to the universal offer—ensuring that inclusive classroom strategies, environmental adaptations, and responsive teaching practices are being effectively implemented. This may include adjustments to communication, task design, sensory regulation, or classroom routines.

Raising a Formal Concern

If concerns persist despite the implementation of inclusive strategies, the teacher may formally raise a concern using the SEND Initial Concern Form and complete the Haringey Neurodiversity Profiler to help identify specific areas of need. A structured consultation will then be arranged with the class teacher, SENDCo, and parents/carers to review the pupil's progress, explore presenting needs, and agree on next steps. This collaborative discussion will consider the pupil's attainment in relation to age-related expectations, as well as any social, emotional, or sensory factors that may be impacting learning.

Parent/Carer-Initiated Concerns

Parents and carers are encouraged to raise any concerns they may have with their child's class teacher in the first instance. If further discussion is needed, a joint meeting with the SENDCo can be arranged to explore the child's needs in more depth and agree on a shared plan of action.

Targeted Support and SEND Identification

Where it is agreed that a pupil requires provision that is additional to or different from the universal offer, targeted or specialist support will be put in place. This will be recorded in an Individual Support Plan (ISP), which outlines strategies and review arrangements. If judged appropriate, the pupil will be added to the SEND register under the category of SEND Support. 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. We warmly encourage parents and carers to connect with the class teacher or arrange a meeting with the SENDCo to share insights, celebrate progress, ask questions, or explore any support that might be helpful.

Inclusive Classroom Practice and Provision

At Eden Primary, we are committed to delivering a universally inclusive learning experience that anticipates and removes barriers to participation for all pupils. In line with current best practice, our approach is grounded in the principles of Universal Design for Learning (UDL), which promotes flexible methods of teaching, assessment, and engagement to meet the diverse needs of all learners from the outset.

Children with SEND are taught alongside their peers in a fully inclusive classroom environment. Lessons are designed to be accessible to all, with adaptations embedded into the planning and delivery of the curriculum. This includes using a variety of teaching tools—like visuals, spoken explanations, and hands-on activities—along with carefully structured tasks and flexible teaching approaches that can be adapted to support a wide range of learning profiles.

Rather than relying solely on traditional differentiation, our focus is on creating a learning environment where all pupils can access the curriculum through universally designed approaches. These include:

- Clear routines and visual supports
- Flexible grouping and collaborative learning
- Opportunities for choice and autonomy
- Use of assistive technology and alternative methods of recording
- Emphasis on strengths-based learning and pupil voice

Where additional support is required, targeted interventions are implemented to address identified barriers to learning. These interventions are structured, evidence-informed programmes or strategies designed to support specific areas of need, such as literacy, numeracy, attention and concentration, or emotional regulation. Interventions may be short-term or longer in duration, depending on individual needs, and are closely monitored to assess progress and inform next steps. Teaching Assistants are deployed strategically to deliver interventions and to reinforce learning within the classroom. Their role is focused on promoting pupil independence and resilience, rather than fostering dependency.

All class teachers are responsible for the planning, delivery, and monitoring of provision for every pupil in their class, including those with SEND. They are supported by the Inclusion Lead and external specialists

where necessary. When a pupil is identified as requiring provision that is additional to or different from the universal offer, an Individual Support Plan (ISP) is developed in collaboration with the pupil and their family. This plan outlines agreed outcomes, strategies, and review arrangements, ensuring a personalised and coordinated approach to support.

This inclusive model ensures that all pupils are seen, heard, and supported to thrive within a learning community that values diversity and promotes equity.

Special Arrangements during assessment times:

Eden provides additional support for pupils with SEND to access end of key stage assessments when required, including adjustments such as extra time, prompting, rest breaks, adult readers for Maths and Writing assessments, scribes, or enlarged print for those with visual impairments. These arrangements reflect usual classroom practices and comply with the testing authority's guidelines. Parents and carers are informed in advance about any assessment adjustments to ensure transparency and collaboration.

Planning and Implementing Support for Pupils with SEND

Eden has adopted an inclusive, strengths-based approach to supporting pupils with SEND, grounded in a graduated response model. Our provision is shaped by universal design principles and informed by pupil voice, family collaboration, and evidence-based practice, ensuring that support is both personalised and purposeful.

Initial Support Planning

When a pupil's needs are identified, the class teacher—supported by the SENDCo/Inclusion Lead—begins by clarifying the nature of the difficulty and outlining appropriate support within an Individual Support Plan (ISP). This plan is informed by classroom observations, assessment data, and professional insight.

Pupil Voice and Co-Production

Wherever possible, the pupil is involved in shaping their support plan. Through age-appropriate conversations, the teacher explores what the pupil enjoys, what they find challenging, and what they would like to work on. This ensures that the ISP reflects the pupil and promotes ownership of their learning journey.

Family Partnership

The class teacher and Inclusion Lead meet with parents/carers to discuss the pupil's strengths, needs, and priorities. Together, they agree on a programme of support that is tailored to the pupil's profile and mapped against the four broad areas of need: cognition and learning, communication and interaction, social, emotional and mental health, and sensory and/or physical needs.

Support may include:

- Adjustments to classroom practice
- Use of specialist equipment or resources

- Targeted group or individual interventions
- Input from external professionals such as Occupational Therapists (OTs) or Speech and Language Therapists (SaLTs)
- Strategies for home-based support, co-developed with families

We recognise parents and carers as experts on their children and value their insights in shaping effective provision.

Review and Communication

ISPs are reviewed termly in partnership with families and, where appropriate, the pupil. For children with communication needs, a home–school communication log may be established to facilitate regular updates and shared planning. This strengthens the partnership between school and home and ensures that provision remains responsive to the pupil’s evolving needs.

Support for Pupils with EHCPs

For pupils with an Education, Health and Care Plan (EHCP), the ISP process is complemented by targets in their ISP directly taken from their EHCP, statutory Annual Reviews and more frequent planning meetings. These ensure that provision is aligned with the outcomes set out in the EHCP and that progress is monitored holistically.

Promoting a Culture of Inclusion

To foster understanding and empathy across the school community, class teachers deliver annual PSHE lessons focused on inclusion and neurodiversity. These sessions provide pupils with opportunities to ask questions, explore different perspectives, and celebrate the strengths and contributions of all learners. This helps to build a culture of acceptance, respect, and shared responsibility.

Allocating Resources to Support Pupils with SEND

SEND funding at Eden is allocated strategically and fairly to ensure that all pupils with additional needs receive the necessary support to access learning and make meaningful progress. Our approach is guided by the principles of inclusive education, evidence-based practice, and the graduated response model set out in the SEND Code of Practice. A dedicated portion of the school’s annual budget is specifically assigned to support pupils with SEND. We regularly evaluate the effectiveness of our provision through internal monitoring and by staying informed of current educational research and best practices, ensuring that resources are used efficiently to achieve positive outcomes for our pupils.

Support is allocated based on a holistic understanding of each pupil’s needs. This includes consideration of academic attainment, communication, physical development, emotional wellbeing, and social participation. Pupils may be prioritised for additional support if they are significantly below age-related expectations, or if they experience barriers related to language, sensory processing, or mental health that affect their access to learning.

Decisions about the type and level of support are made collaboratively by the Inclusion Lead, class teacher, and, where appropriate, external professionals. Parents and carers are actively involved in this process through review meetings and ongoing dialogue. All interventions and resources used are evidence-based and time-limited, with clear entry and exit criteria and regular review points to assess impact.

Where a pupil's needs are complex and cannot be met through the school's delegated funding, we may initiate a request for an Education, Health and Care Needs Assessment (EHCNA) from the local authority. This process is undertaken in partnership with families and is designed to determine whether additional funding and multi-agency support are required to meet the pupil's needs effectively.

Parents and carers can also initiate this process independently. Further information about the EHCNA process in Haringey is available via the local authority's SEND Local Offer at www.haringey.gov.uk, or by contacting the SEND team directly at SEND@haringey.gov.uk. The Inclusion Lead is available to guide families through this process and provide support at every stage.

Monitoring Progress and Keeping Families Informed

In addition to the school-wide assessment framework, which tracks attainment against national expectations, we implement a range of additional measures to evaluate the impact of SEND provision. These include:

- Baseline assessments at the start of targeted interventions
- Observational data on engagement, independence, and behaviour
- Standardised assessments (e.g. reading age, spelling age)
- Pupil voice and self-reflection tools

If progress is not as expected, the class teacher and Inclusion Lead will review the provision in place, identify potential barriers to learning, and make necessary adjustments. This may include adapting teaching strategies, modifying the learning environment, or seeking further advice from external professionals.

At the end of each intervention cycle or review period, the pupil's progress is reassessed and compared to their baseline. This information is shared with parents and carers during parent/teacher consultations. For pupils not on the SEND register but receiving short-term support, progress updates may be shared via email, phone calls, or informal meetings.

Where appropriate, more frequent communication may be established through a home-school communication log. This ensures that families are kept informed of day-to-day developments and can contribute to the ongoing support of their child. We value the insights of parents and carers and view them as essential partners in the process of evaluating and refining provision.

We are committed to ensuring that all pupils with SEND make meaningful progress across academic, social, emotional, and functional domains. Our approach to monitoring progress is embedded within a graduated response model and is informed by both quantitative and qualitative data.

Supporting Health, Wellbeing, and Social-Emotional Development

Creating the conditions for emotional safety, wellbeing, and belonging is essential for pupils to engage meaningfully with learning. A secure and supportive environment enables children to develop the confidence, resilience, and social skills needed to thrive both academically and personally. Staff across the school embed these principles into everyday practice, fostering positive relationships and modelling respectful, inclusive behaviour. Emotional wellbeing is further supported through a curriculum that integrates social, moral, spiritual, and cultural development, ensuring that pupils feel valued and understood within their learning community.

All staff play an active role in promoting positive relationships, emotional literacy, and social skills within the classroom. Our curriculum is underpinned by a strong moral, spiritual, social, and cultural ethos, and we explicitly teach emotional regulation and resilience through PSHE and whole-school initiatives.

Where a pupil presents with emerging or ongoing emotional needs, the class teacher works in partnership with the Inclusion Lead and other key staff to identify appropriate support. This may include:

- Access to a trained Emotional Literacy Support Assistant (ELSA) for 1:1 or small group sessions
- Use of the Zones of Regulation framework to develop self-awareness and regulation strategies
- Targeted interventions to support social communication, anxiety, or emotional resilience
- Consultation with the school's Educational Psychologist for further guidance

For pupils experiencing persistent behavioural challenges, we adopt a restorative and relational approach. A Positive Strategies Plan is developed collaboratively with the pupil (where appropriate), their family, and school staff. This plan identifies potential triggers, outlines supportive strategies, and ensures a consistent response across all settings. Plans are reviewed regularly to evaluate their effectiveness and adapt provision as needed.

We are committed to safeguarding and promoting the welfare of all pupils. Our anti-bullying, behaviour and relationships, and inclusion policies are robust and consistently applied. Staff receive regular training to ensure they are confident in supporting pupils with a range of emotional and behavioural needs.

Where a pupil has a medical condition, a Health Care Plan is developed in consultation with parents/carers and, where necessary, the school nurse or relevant medical professionals. Staff receive appropriate training to ensure they can meet pupils' medical and personal care needs safely and confidently.

Attendance is closely monitored, as we recognise the strong link between attendance and wellbeing. Where concerns arise, the Headteacher meets with families to explore underlying issues and agree on a plan of support to improve attendance and engagement.

Pupil voice is central to our inclusive ethos. Children are regularly consulted about their experiences in school, including through class discussions, pupil surveys, and school council activities. They are encouraged to contribute to decisions about their learning environment, playtimes, and wider school life, fostering a sense of belonging and agency.

Accessing Specialist Support and Multi-Agency Collaboration

In some cases, a pupil's needs may require additional expertise beyond the school's universal and targeted provision. When this occurs, we work in partnership with families to explore the potential benefits of involving external professionals. This ensures that support is holistic, timely, and tailored to the child's individual profile of need. This integrated model of support reflects current best practice in SEND, which emphasises early identification, co-production with families, and joined-up working across education, health, and care. By drawing on a broad network of expertise, we aim to ensure that every child receives the right support, at the right time, in the right way.

We maintain strong working relationships with a range of external agencies, including:

- Speech and Language Therapy (SaLT)
- Occupational Therapy (OT)
- Physiotherapy
- Educational and Clinical Psychology
- Child and Adolescent Mental Health Services (CAMHS)
- Child Psychotherapy
- Hearing and Visual Impairment Services
- School Nursing Team
- Haringey Learning Partnership/Barnet Pavilion Hub
- Social Care Services

Referrals to these services are made in line with local authority thresholds and always in consultation with parents or carers. We ensure that families are fully informed and involved throughout the process, and we support them in understanding the purpose and scope of any external involvement.

In addition to local authority provision, we offer access to our in-house Inclusion department—a Speech and Language Therapist, Occupational Therapist, Dyslexia Specialist, and Art Therapist. These professionals work directly with pupils who may not meet the criteria for statutory services but would benefit from specialist input. Referrals to these specialists are discussed with families, and while most services may incur a cost for individual assessments or interventions, we are committed to ensuring transparency and equity in access.

Staff Training and Professional Development

Ensuring that all staff are confident and skilled in supporting pupils with SEND is a core component of our inclusive practice. Ongoing professional development is embedded into our school culture and reflects the latest research in inclusive pedagogy, neurodiversity, and adaptive teaching.

Each academic year, all staff participate in a minimum of three hours of dedicated training focused on SEND. This is delivered through INSET days and weekly professional development sessions and is designed to ensure that staff:

- Understand the broad spectrum of special educational needs and disabilities
- Plan and deliver learning that is accessible, inclusive, and responsive to diverse needs
- Support the emotional wellbeing and regulation of all pupils, including those with SEND
- Build strong, collaborative relationships with parents and carers as partners in provision

In addition to whole-school training, staff receive targeted professional development tailored to the specific needs of the pupils they support. This may be delivered by the Inclusion Lead, experienced colleagues, external specialists, or through local authority and accredited training providers.

Recent training has included:

- Supporting pupils with dyslexia and specific learning difficulties
- Expert led Autism training by the Autism Education Trust
- Inclusive strategies for pupils with Down's Syndrome
- Phonics-based interventions for reading and writing
- Using Numberstacks to support mathematical understanding
- Trauma informed approach
- Implementing the Zones of Regulation framework to promote emotional regulation

Trustees also receive training to ensure they understand their statutory responsibilities and can provide effective oversight of SEND provision. This commitment to continuous learning ensures that all staff are equipped with the knowledge, skills, and confidence to create inclusive classrooms where every pupil can succeed.

Inclusive Access to Activities and Educational Visits

Ensuring that all pupils can participate fully in the wider life of the school is a fundamental aspect of inclusive practice. Educational visits, enrichment activities, and extra-curricular opportunities are planned with accessibility and equity at their core, so that every child, including those with SEND, can engage meaningfully and safely.

As part of the planning process for trips and special events, staff undertake detailed risk assessments that consider individual pupil needs, including physical, sensory, medical, and emotional factors. Adjustments are made proactively to ensure that barriers to participation are removed, and that all pupils can benefit from the experience.

Parents and carers are consulted where appropriate to support planning and ensure that provision reflects the child's needs and preferences. Where questions arise, families are encouraged to speak with the class teacher so that further adaptations can be considered. This collaborative approach ensures that inclusion is not only possible but purposeful, and that every pupil feels valued and supported in all aspects of school life.

Creating an Inclusive and Accessible School Environment

An inclusive physical environment is essential to ensuring that all pupils feel safe, comfortable, and able to access learning. Our school site has been designed with accessibility in mind and continues to evolve in response to the needs of our community.

The building is fully accessible to pupils with mobility needs, with level access throughout, accessible toilet facilities near the main office, and changing areas available where required.

We are committed to providing sensory-friendly spaces and resources to support pupils with sensory processing differences. A dedicated area within the school is equipped with specialist sensory integration tools and is used by our Occupational Therapist to support pupils' regulation and motor development. In addition, classrooms are equipped with a range of resources to support fine and gross motor skills, and further equipment can be sourced through external services or as part of a pupil's Health Care Plan.

To ensure our environment remains inclusive for pupils with sensory or physical impairments, we work closely with the Local Authority's Visual and Hearing Impairment teams. These partnerships help us to implement appropriate adaptations and ensure that all pupils can access the curriculum and wider school life with confidence and independence.

Supporting Transitions: Entry, Exit, and In-Year Changes

Effective transition planning is essential to ensuring continuity, emotional security, and a positive start for every child and is detailed further in our Transition Policy. We take a proactive and personalised approach to supporting pupils as they join our school, move between year groups, or prepare for the next phase of their education.

For children joining Reception, the transition process begins with a home visit by the class teacher and teaching assistant at the start of the autumn term. This visit helps to build early relationships with the child and their family and provides an opportunity to gather valuable insights into the child's development, interests, and any emerging or identified needs. Parents and nurseries are invited to complete a transition questionnaire to support this process.

Children begin school in small groups, attending for short sessions alongside their parents or carers. As they become more confident and familiar with the environment, they gradually increase their time in school, with the pace of transition tailored to each child's individual needs.

For pupils with known SEND, the Inclusion Lead or class teacher will visit the child's current setting during the summer term prior to entry. Where possible, we attend multi-agency transition meetings with nursery staff, parents, and external professionals to plan appropriate support. Additional visits to school may be arranged as part of a bespoke transition programme.

To ensure early identification of any additional needs not previously known, we place a strong emphasis on observation, interaction, and informal assessment during the first half term. Class teachers meet with families early in the term to share observations and agree on any necessary support.

We recognise that transitions between year groups, or in year transitions from other schools or abroad, can also be challenging for some pupils. To support this, we implement a structured internal transition process, including opportunities for pupils to meet their new teacher, visit their new classroom, and engage in familiarisation activities. For pupils who may find change particularly difficult, additional transition support is provided, including visual resources and social stories. Teachers also send personalised postcards over the summer to help maintain connection and reduce anxiety.

For pupils leaving Eden—whether mid-year or at the end of Year 6—we ensure a smooth and well-supported transition. For those with SEND, we liaise directly with the receiving school's SENDCo to share relevant information and ensure continuity of provision. For pupils with more complex needs or an Education, Health and Care Plan (EHCP), we work closely with families, the local authority, and the new setting to develop a personalised transition plan. This may include teaching functional skills such as reading a timetable, navigating a new school site, or understanding secondary routines.

We also collaborate with Haringey Learning Partnership's transition support team to provide additional guidance for pupils who may find the move to secondary school particularly challenging. For families of Year 6 pupils with SEND, we offer advice and support during the secondary school application process, recognising that additional considerations may be required.

Parental Engagement and Community Involvement

Strong partnerships with parents and carers are central to our inclusive ethos and play a vital role in supporting pupil wellbeing, progress, and belonging. We are committed to fostering open, respectful, and ongoing communication with families, recognising them as key partners in their child's education.

Regular communication is maintained through weekly class newsletters "Eetonim" and a weekly whole-school newsletter from the Headteacher, keeping families informed about learning, events, and school life. Curriculum Evenings are held each term to share learning priorities and offer practical strategies for supporting learning at home. In addition, we host parent workshops throughout the year known as "Café B'Boker" on a range of topics, including curriculum areas, wellbeing, and SEND.

Formal opportunities for dialogue include two parent/teacher consultations annually and a mid-year Annual Report, including targets for the Summer term. Informal conversations—whether face-to-face, by phone, or via email—are welcomed throughout the year to address questions or concerns as they arise.

We actively seek feedback from families through surveys, consultation events, and Headteacher-led forums. This feedback is carefully reviewed by the leadership team and used to inform school development. Updates on actions taken in response to parent feedback are shared transparently through newsletters and meetings.

The Eden Parent Group (EPG) plays a key role in strengthening our school community, organising events, fundraising, and supporting school initiatives. Parents and carers are also encouraged to volunteer in school, whether regularly or occasionally, and are represented on the Board of Trustees.

We are committed to ensuring that all families can access school life. For parents whose first language is not English, we offer translation and interpretation support through bilingual staff or local authority services. Where families face barriers to attending meetings or accessing information, we work proactively to identify solutions and ensure equitable access to communication and support.

Key Contacts and Support for Families

We encourage open and timely communication between home and school. If you have a question or concern regarding your child, **the first point of contact should be their class teacher**, who knows your child best and can offer immediate insight and support.

For further guidance or to discuss additional needs, the following members of staff are available:

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're unsure who to contact, please contact our school administrator:

 yeliz@edenprimary.org.uk

 **0208 883 9527**

We are committed to working in partnership with families and welcome all feedback, questions, and concerns. If you feel that a concern has not been resolved satisfactorily, you may wish to contact the **Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS)**.

SENDIASS is a statutory, impartial service provided by every local authority. It offers free, confidential advice and support to parents and carers of children and young people with SEND. This includes guidance on:

- Understanding SEND processes and rights
- Navigating assessments and provision
- Accessing support for transitions, behaviour, and wellbeing
- Signposting to additional services and benefits

Further information about SENDIASS and other local services can be found in the “Useful Links” section at the end of this report.

This SEND Information Report will be reviewed in September 2026. For more detailed information, please refer to our full Special Educational Needs and Disabilities Policy.

Useful Links

Local Authority SEND Local Offers and Support Services

- Haringey SEND Local Offer

Information about services and support for children and young people with SEND in Haringey

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

- Haringey SENDIASS

Free, impartial, and confidential advice for parents and carers

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

- Barnet SEND Local Offer

<https://www.barnet.gov.uk/the-local-offer>

- Barnet SENDIASS

<https://www.barnet.gov.uk/send-information-advice-and-support-service>

National SEND Support and Advocacy

- IPSEA (Independent Provider of Special Education Advice)

Legal advice and resources for families navigating SEND processes

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

- SOS!SEN

Helpline and resources for parents seeking SEND advice

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

- SENTAS (SEN Transport Advocacy Service)

Support with school transport issues for children with SEND

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

- Council for Disabled Children

National umbrella body for the SEND sector, offering guidance and resources

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

- MENCAP

Support for people with learning disabilities and their families

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

- Norwood

Jewish specialist support for children with SEND and their families

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

- Contact – For Families with Disabled Children

National charity offering advice, workshops, and resources for families
<https://contact.org.uk/>

- National Autistic Society
Information, training, and support for autistic children and their families
<https://www.autism.org.uk/>
- YoungMinds
Mental health support for children, young people, and their families
<https://www.youngminds.org.uk/>

Glossary

Term / Acronym	What It Means
SEND	Special Educational Needs and Disabilities – children who need extra support due to learning difficulties or disabilities.
SENDCo	Special Educational Needs and Disabilities Coordinator – the teacher responsible for overseeing SEND provision in school.
EHCP	Education, Health and Care Plan – a legal document outlining the support a child with significant needs must receive.
EHENA	Education, Health and Care Needs Assessment – the process to decide if a child needs an EHCP.
ISP	Individual Support Plan – a personalised plan that outlines a child’s needs and support strategies.
Quality First Teaching	High-quality, inclusive teaching that meets the needs of all pupils, including those with additional needs.
Graduated Response	A step-by-step approach to identifying and supporting children with SEND, starting with classroom strategies and moving to more targeted support.
Universal Offer	The standard teaching and support available to all pupils in the classroom.
Targeted Support	Extra help for children who need more than the universal offer, often in small groups or one-to-one.

Term / Acronym	What It Means
Specialist Support	Help from professionals outside the school, such as speech therapists or educational psychologists.
Pupil Progress Meetings	Regular meetings where teachers and leaders review how well pupils are doing and decide on next steps.
Zones of Regulation	A tool to help children understand and manage their emotions.
ELSA	Emotional Literacy Support Assistant – a trained adult who helps children with emotional and social skills.
CAMHS	Child and Adolescent Mental Health Services – NHS services that support children with mental health needs.
SaLT	Speech and Language Therapist – a professional who helps children with communication difficulties.
OT	Occupational Therapist – a professional who supports children with physical, sensory, or coordination needs.
SpLD	Specific Learning Difficulties – includes conditions like dyslexia, dyscalculia, and dyspraxia.
ASC	Autism Spectrum Condition – a developmental condition affecting communication and behaviour.

Term / Acronym	What It Means
SEMH	Social, Emotional and Mental Health – a category of need that includes anxiety, ADHD, and emotional regulation difficulties.
SLCN	Speech, Language and Communication Needs – difficulties with speaking, understanding, or using language.
DLD	Developmental Language Disorder – a long-term difficulty with language that affects learning.
VI / HI / MSI	Visual Impairment / Hearing Impairment / Multi-Sensory Impairment – types of sensory needs.
CP	Cerebral Palsy – a condition affecting movement and coordination.
DCD	Developmental Coordination Disorder (also known as Dyspraxia) – affects physical coordination.
EBSA	Emotionally Based School Avoidance – when anxiety or emotional needs make it hard for a child to attend school.
SENDIASS	Special Educational Needs and Disabilities Information, Advice and Support Service – a free, impartial service for families.
UDL	Universal Design for Learning – a teaching approach that makes learning accessible to all from the start.