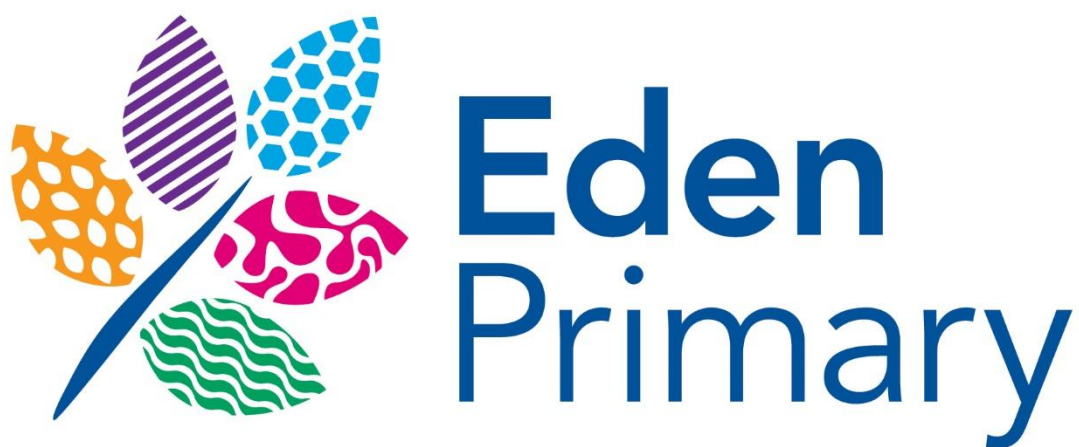




Special Educational Needs & Disability (SEND) Policy

Reviewed and Approved:

By: Achievement Committee of the Governing Body

Review Date: September 2025

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Section 1: Main Contact details

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Section 2: Legislative Compliance

This policy complies with the statutory requirements laid out in the **SEND Code of Practice: 0 to 25 years**, updated September 2024, as published by the Department for Education and the Department of Health and Social Care. It also meets the requirements of the **Special Educational Needs (Information) Regulations (Clause 65)** and reflects current expectations for inclusive practice across education, health, and care.

This guidance is intended for staff, parents/carers, children, and practitioners across education, health, and care agencies.

This policy is informed by and complies with the following statutory and non-statutory guidance:

- SEND Code of Practice: 0 to 25 years (Updated September 2024)
- Special Educational Needs (Information) Regulations (Clause 65)
- Equality Act 2010: Advice for schools (DfE)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (DfE, latest version)
- Ofsted Education Inspection Framework (September 2023)
- The National Curriculum in England: Key Stage 1 and 2 Framework Document (DfE)
- Teachers' Standards (DfE, July 2011)
- Keeping Children Safe in Education (KCSIE) (DfE, July 2025 – for implementation September 2025)
- Working Together to Safeguard Children (DfE, latest version)
- Working Together to Improve School Attendance (Now statutory as of 2025)
- Alternative Provision: Statutory Guidance for Local Authorities (DfE, updated 2025)
- Cybersecurity Standards for Schools and Colleges (DfE, 2025)
- Online Safety Guidance including misinformation, disinformation, and conspiracy theories as safeguarding harms (KCSIE 2025)
- Generative AI in Education: Guidance for Safe Use (DfE, 2025)
- Virtual School Heads: Extended Duties for Children in Kinship Care (KCSIE 2025)

It is available from the school office and on the website www.edenprimary.org.uk

Our school has separate policies in place for: Safeguarding, Accessibility, Relationships and Behaviour, Assessment, Anti-Bullying, which should be read alongside this policy. It should also be read alongside policies for **Children in Public Care** and Supporting Pupils with Medical Needs.

Our SEN Information Report sets out in detail how we are implementing our SEN Policy and meeting our duties under the Equality Act 2010 and can be found on our website www.edenprimary.org.uk or a paper copy can be obtained from the school office.

The Department for Education has published a Guide for Parents on the SEND Code of Practice which can be accessed at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/344424/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf

Section 3: Our School Vision for Inclusion and SEND

“A Jewish school where everyone is welcome.”

Eden Primary is a welcoming, inclusive mainstream Jewish primary school that celebrates diversity in all its forms. We are committed to fostering a nurturing and respectful environment where every child, regardless of their attainment level, background, or individual needs, is valued, supported, and empowered to thrive.

We hold high aspirations for all pupils and believe that every child has the right to access high-quality education and achieve meaningful outcomes. Our inclusive ethos is underpinned by a commitment to early identification, personalised support, and collaborative planning, ensuring that barriers to learning are addressed proactively and holistically.

Where a child is identified as having additional or special educational needs or disabilities (SEND), we work in close partnership with parents/carers, the child, and relevant professionals to co-produce ambitious, strengths-based outcomes. These outcomes are informed by a deep understanding of each child’s interests, aptitudes, and lived experiences.

Support is delivered through a graduated approach, incorporating:

- High-quality, adaptive teaching
- Targeted interventions
- Access to specialist resources and expertise
- A differentiated and relevant curriculum
- Ongoing assessment and review

This cycle of support is regularly evaluated to ensure it remains responsive and effective, enabling children to fully participate in school life and contribute positively to the wider community.

All teaching staff at Eden Primary are teachers of children with SEND. We recognise our collective responsibility for the progress and development of every pupil and are committed to continuous professional development in inclusive practice.

Our SEND department serves as a collaborative space where external professionals work alongside school staff and pupils to build capacity, share expertise, and deliver integrated support. This model reflects our commitment to a whole-school approach to inclusion, ensuring that every child’s needs are met in a holistic, person-centred way.

Section 4: Aims and Objectives of this Policy

Aims

At Eden Primary, our inclusive ethos is rooted in the belief that every child is entitled to a high-quality, equitable education that enables them to flourish academically, socially, and emotionally. Through this policy, we aim to:

- Ensure that all pupils, including those with special educational needs and disabilities (SEND), have full access to a broad, balanced, and ambitious curriculum that promotes high achievement and meaningful participation in all aspects of school life.
- Identify and assess the needs of pupils with SEND at the earliest opportunity and provide timely, evidence-informed support that is tailored to the individual.
- Promote positive, long-term outcomes by equipping pupils with the skills, confidence, and resilience to become independent, resourceful learners and active contributors to their communities.
- Fulfil our statutory duties under the SEND Code of Practice (2015, updated 2024) and other relevant legislation and guidance.
- Recognise and value the vital role of parents and carers as equal partners in shaping their child's provision and outcomes.
- Ensure that pupils with SEND are meaningfully involved in decisions about their education and support, and that their voices are heard and respected.
- Foster a school culture that celebrates diversity and promotes inclusion, equity, and belonging for all members of the school community.

Objectives

To achieve these aims, we are committed to the following objectives:

- Adopt a holistic, child-centred approach to the coordination and delivery of SEND provision, recognising the interconnectedness of learning, wellbeing, and identity.
- Ensure that every member of the teaching staff is equipped to meet the needs of all learners, including those with SEND, through high-quality teaching and ongoing professional development.
- Create an inclusive learning environment that is responsive to individual needs and removes barriers to participation and progress.
- Promote pupils' self-esteem, emotional wellbeing, and social development, enabling them to build positive relationships and a strong sense of self-worth.
- Work in genuine partnership with families, valuing their insights and expertise in co-producing support plans and reviewing progress.
- Provide personalised and differentiated learning opportunities that build on each child's strengths, interests, and aspirations.
- Deploy teaching assistants strategically to enhance learning, while recognising that effective teaching is the foundation of successful inclusion.
- Implement a rigorous cycle of assess-plan-do-review to ensure that support is responsive, effective, and continuously refined.
- Narrow attainment and opportunity gaps for vulnerable and disadvantaged pupils through targeted, evidence-based interventions.
- Measure success through individual progress across a broad range of outcomes, not solely academic attainment.
- Provide tailored support at key transition points to ensure continuity, confidence, and positive progression for pupils with SEND.
- Maintain the role of the Inclusion Lead in driving whole-school inclusive practice and supporting staff in meeting diverse needs.

- Collaborate with professionals in our SEN Hub, the Local Authority, and external agencies to deliver integrated, multidisciplinary support.
- Stay informed about the Local Offer of the authorities with whom we work and other relevant services, including those within the Jewish community and neighbouring boroughs, to maximise access to universal, targeted, and specialist provision.
- Analyse and evaluate SEND provision across the school to ensure that resources, staffing, and interventions are used effectively and equitably.
- Uphold our duty to act in the best interests of each child while ensuring the efficient and responsible use of public funds.

Section 5: Identifying Special Educational Needs

Definition of Special Educational Needs

In accordance with the *Children and Families Act 2014* and the *SEND Code of Practice (2015, updated 2024)*, a child or young person is considered to have Special Educational Needs (SEND) if they have a learning difficulty or disability that requires special educational provision to be made for them.

A child has a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from accessing the educational facilities typically provided for others of the same age in a mainstream setting.

Children under compulsory school age may also be identified as having SEND if they meet the criteria above or would do so without additional support.

Categories of SEND

The SEND Code of Practice outlines four broad areas of need. These categories help guide assessment and planning but do not define the child or limit the support provided:

1. Communication and Interaction

Difficulties in understanding or using language, or in engaging socially. This includes:

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

2. Cognition and Learning

Learning at a slower pace than peers, despite appropriate differentiation. This includes:

- Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia, and dyspraxia
- Moderate, Severe, or Profound and Multiple Learning Difficulties (MLD, SLD, PMLD)

3. Social, Emotional and Mental Health (SEMH)

Difficulties with emotional regulation, relationships, or behaviour. This includes:

- Anxiety, depression, trauma-related needs
- ADHD, attachment difficulties, emotionally based school avoidance (EBSA)

4. Sensory and/or Physical Needs

Physical or sensory impairments that affect access to learning. This includes:

- Visual or Hearing Impairments (VI, HI)

- Sensory Processing Differences
 - Medical conditions such as epilepsy, diabetes, or asthma
- (SEND Code of Practice, 2015 6.34)

Identification at Eden Primary

At Eden Primary, we recognise that children's needs may emerge or evolve over time. We implement a graduated approach to identification, rooted in inclusive practice and early intervention. Identification may occur through:

- Progress Data: Termly pupil progress meetings highlight children making less than expected progress.
- Professional Judgement: Teachers and the Inclusion Lead consider a holistic profile of the child, including academic, emotional, and sensory factors.
- Parental Insight: Parents/carers are recognised as key partners and their concerns are taken seriously.
- Structured School Processes: Staff use tools such as the Haringey Neurodiversity Profiler and SEND Initial Concern Form to guide identification.

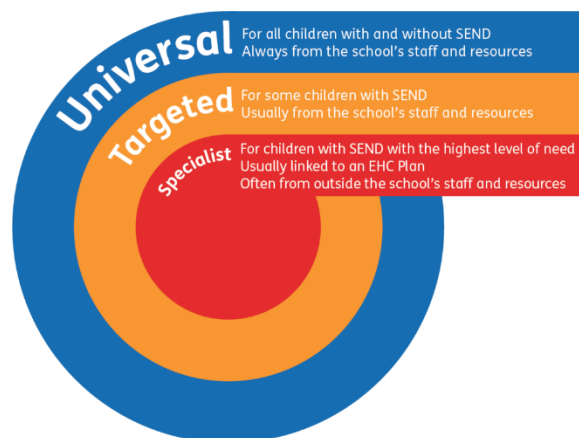
We distinguish between Additional Needs (short-term or less complex challenges) and Special Educational Needs (persistent or complex needs requiring provision that is additional to or different from the universal offer). All pupils are supported through high-quality, adaptive teaching, and where necessary, targeted or specialist interventions.

We do not label children based on categories. Instead, we focus on understanding the whole child and co-producing support plans that reflect their strengths, preferences, and aspirations. Not all difficulties indicate SEND. Factors such as bereavement, trauma, health issues, language barriers, or poor attendance may affect learning. We are committed to supporting all children through responsive, evidence-based strategies and monitoring their progress closely.

For further details on our identification process and graduated response, please refer to the Eden SEND Information Report (2025–2026).

Section 6: From Universal to Specialist: Eden's Tiered Approach to Meeting Diverse Needs

At Eden Primary, we are committed to a whole-school, inclusive approach to meeting the needs of all learners. Our graduated response is rooted in the principle *that all members of the teaching staff are teachers of SEND*, and that high-quality, universally designed teaching is the foundation of effective provision.



Universal Provision: Inclusive Practice for All

The first and most important level of support is our universal offer, which is designed to meet the needs of the majority of pupils through:

- Adaptive teaching that anticipates and removes barriers to learning
- Flexible grouping, multimodal instruction, and scaffolded tasks
- Responsive classroom environments that support regulation, independence, and engagement
- Use of assistive technology and alternative methods of recording
- Emphasis on pupil voice, autonomy, and strengths-based learning

This approach aligns with the principles of Universal Design for Learning (UDL) and ensures that all pupils, including those with emerging or additional needs, can access the curriculum meaningfully.

Targeted Support: Early and Responsive Intervention

Where a pupil is identified as making less than expected progress—academically, socially, emotionally, or in terms of engagement—despite access to high-quality universal provision, we implement targeted support. This may include:

- Time-limited, evidence-informed interventions
- Adjustments to teaching strategies or classroom routines
- Additional adult support to promote independence
- Structured opportunities to develop specific skills

These interventions are monitored closely for impact and are always delivered alongside, not instead of, high-quality classroom teaching.

SEND Identification and Specialist Support

If a pupil continues to experience significant barriers to learning despite targeted support, they may be identified as having a Special Educational Need or Disability (SEND). This decision is made collaboratively by the class teacher, Inclusion Lead, and parents/carers, using a holistic profile of the child's strengths, needs, and progress.

At this stage:

- The pupil may be added to the SEND register under the category of SEND Support
- An Individual Support Plan (ISP) is co-produced with the pupil and family
- Support is mapped across the four broad areas of need and reviewed termly

Where appropriate, we may seek input from external professionals (e.g. Educational Psychologists, Speech and Language Therapists) to inform assessment and provision. All referrals are made in partnership with families and are guided by the child's evolving needs.

Working with External Professionals

If a parent/carer chooses to pursue an independent assessment, this should be discussed with the Inclusion Lead to ensure alignment with school-based observations and provision. Eden Primary maintains a list of trusted professionals familiar with our setting. All external assessments should include:

- Consultation with school staff
- Observation in the school environment

- A feedback meeting with the professional, school, and family
- A co-produced action plan to inform next steps

This ensures that external input is integrated meaningfully into the child's support and that provision remains coherent and coordinated. Where a report or information is requested directly by an external professional working with a child (e.g. educational psychologist, therapist, or local authority officer), the school will provide the response directly to the requesting professional in line with professional protocols and responsibilities. This ensures accurate, timely communication between agencies supporting the child's needs

Section 7: Managing and Monitoring Provision for Pupils on the SEND Register

Every pupil identified as having SEND has a unique profile of strengths and needs. Our approach is rooted in the principles of personalisation, co-production, and inclusive practice, and is delivered through a structured Assess–Plan–Do–Review cycle.

Individual Support Plans (ISPs)

All pupils on the SEND register at the level of SEND Support have an Individual Support Plan (ISP). These are co-produced by the class teacher and SENDCo and are informed by:

- The pupil's voice and lived experience
- Observational and assessment data
- Insights from parents/carers
- Input from external professionals (where relevant)

Each ISP outlines:

- Agreed strategies across the four broad areas of need
- Adaptations to be embedded in the classroom
- Any targeted or specialist interventions
- Review arrangements

ISPs are reviewed termly and updated in collaboration with families to ensure they remain responsive and relevant.

Class Provision Maps

Each class teacher maintains a Class Provision Map, which captures the full range of support and adaptations in place for all pupils, including those with SEND. This map is informed by:

- Termly pupil progress meetings
- Ongoing formative assessment
- Observations of engagement, independence, and wellbeing

The Inclusion Lead supports teachers in ensuring that provision is evidence-informed, purposeful, and aligned with the school's inclusive ethos.

Targeted Interventions

Where additional support is required beyond the universal offer, pupils may access targeted interventions. These are:

- Time-limited and goal-oriented
- Delivered by trained staff
- Monitored for impact using baseline and exit data

- Reviewed regularly to ensure effectiveness

All interventions are designed to complement—not replace—high-quality, adaptive classroom teaching. The intervention leader is responsible for day-to-day delivery, supported by the class teacher and Inclusion Lead.

Communication with Families

We are committed to transparent and collaborative communication with families. Parents/carers are informed of:

- The nature and purpose of any intervention
- Their child's progress and next steps
- Opportunities to contribute to planning and review

Where appropriate, home–school communication logs or regular check-ins are used to strengthen the partnership between school and home.

The table below shows Eden Primary's Universal Design for Learning (UDL) approach to additional and special educational needs and the provision that may be implemented to support children demonstrating a high level of need.

1 st Stage	Initial Concern - Universal Support with Targeted Adaptation	When a pupil's needs are not fully met through regular whole-class teaching alone: • The class teacher completes an Initial Concern Form and the Haringey Neurodiversity Profiler to build a holistic understanding of the pupil's profile. • The pupil receives adaptive, high-quality teaching using UDL principles—flexible methods of engagement, representation, and expression. • Targeted classroom strategies are implemented, including scaffolding, visual supports, and sensory regulation tools. • The pupil may access short-term interventions from the school's provision map, overseen by the class teacher. • All support is recorded on the class provision map, reviewed termly, and shared with parents/carers.
2 nd Stage	SEN Support - Personalised Planning	If the pupil continues to make less than expected progress: • The pupil may be added to the SEND Register (with parental agreement). • Further assessments are undertaken to clarify strengths and barriers to learning. • An Individual Support Plan (ISP) is co-produced with the pupil, class teacher, Inclusion Lead, and family, outlining strategies across the four areas of need. • The pupil receives: ○ Adapted teaching ○ Targeted interventions from the provision map ○ Support from external professionals (e.g. SALT, OT) if appropriate • Progress is reviewed termly in a parents evening with the pupil (where appropriate), parents/carers, and the class teacher. Updates are recorded on the reviewed ISP.

3 rd Stage	Enhanced SEND Support – Multi-Agency Involvement	If progress remains limited and school-based resources are no longer sufficient: • A Single Referral Form is submitted by the SENDCo to access additional external agency support. • The pupil continues to receive: ○ Highly personalised teaching strategies embedded in weekly planning ○ Specialist interventions from the provision map and external professionals • The Inclusion Lead coordinates input from professionals in line with the relevant borough's Local Offer. • Termly review meetings include the pupil, family, class teacher, Inclusion Lead, and external professionals. Outcomes are updated on the ISP. • A request for an Education, Health and Care Needs Assessment (EHCNA) may be considered if the pupil's needs are complex and long-term.
4 th Stage	EHCP – Statutory Support for Complex Needs	For pupils with significant and sustained needs who are/may be in receipt of an Education, Health and Care Plan (EHCP): • Long- and short-term outcomes are agreed at the Annual Review with the pupil, family, school, and professionals. • The ISP is aligned with EHCP outcomes and includes: ○ Specialist teaching strategies embedded in classroom practice ○ Targeted and specialist interventions delivered by school staff and external professionals ○ Support from a multidisciplinary team, coordinated by the Inclusion Lead • Progress is reviewed termly and at the Annual Review, with updates recorded on the ISP and EHCP documentation.

The Senior Leadership Team (SLT), in collaboration with the Inclusion Lead, regularly reviews the needs of the school community and maps provision accordingly. This process is guided by:

- A whole-school provision map aligned with current pupil needs
- Evidence from termly pupil progress meetings and Individual Support Plan (ISP) reviews
- Ongoing dialogue with staff, families, and external professionals

Provision may include:

- Specialist resources and assistive technology
- Targeted, evidence-informed interventions delivered by trained staff
- Access to the school's Inclusion department (e.g. Speech and Language Therapy, Occupational Therapy, Art Therapy)
- Commissioned input from external professionals (e.g. Educational Psychologists, specialist teachers, therapists)

All support is allocated based on clearly defined thresholds and is reviewed termly to ensure it is effective, proportionate, and aligned with the principles of inclusive education.

Some pupils may present with significant or complex needs that require a higher level of specialist input or long-term, multi-agency support. Where the level of provision required exceeds what can reasonably be provided through the school's delegated budget, the Inclusion Lead, working in partnership with parents/carers, may initiate a request for an Education, Health and Care Needs Assessment (EHCNA).

This process involves:

- Gathering evidence of the pupil's needs, provision, and progress
- Demonstrating that the school has implemented and reviewed a graduated response

- Submitting documentation to the Local Authority for consideration by a multi-agency panel

If the request is successful, the pupil may receive an Education, Health and Care Plan (EHCP), which outlines statutory provision and may include additional funding or services.

The school continues to work closely with external agencies to ensure that support is embedded into everyday practice and sustained beyond the period of direct involvement.

For further information on how we support pupils with special educational needs at Eden Primary please see our SEN Information Report.

Section 8: Criteria for Exiting the SEN Register

Children's needs may change over time. The decision to remove a pupil from the SEND register is made with care, based on a holistic understanding of their progress and current level of need.

A pupil may be considered for removal from the SEND register when:

- They are making sustained progress towards age-related or personal outcomes
- They no longer require provision that is additional to or different from the universal offer
- Their needs can be met through high-quality, adaptive teaching without targeted intervention

This decision is made collaboratively by the class teacher, Inclusion Lead, and parents/carers, and is informed by:

- Termly progress data and classroom observations
- Review of the pupil's Individual Support Plan (ISP)
- Pupil voice and family feedback

Once a pupil is removed from the register, they continue to be closely monitored to ensure that progress is maintained. Their ISP and records of successful strategies are shared with future teachers to ensure continuity of support and understanding.

Section 9: Supporting Pupils and Families

At Eden Primary, we believe that strong, respectful partnerships with families are central to effective SEND provision. We are committed to working collaboratively with parents and carers to ensure that every child's needs are understood, valued, and met.

Family Engagement and Co-Production

We actively involve families in all stages of the SEND process, including:

- Termly parent/teacher consultations
- Additional meetings as needed, initiated by either school or parents
- Opportunities to contribute to school-wide SEND development through feedback and consultation

We also offer workshops, home-learning strategies, and regular communication to support families in reinforcing learning and wellbeing at home e.g., Café B'oker and the SENDCo Surgery. For pupils with EHCPs or communication needs, a weekly home-school log may be used to maintain consistent dialogue.

Access to External Support

The Inclusion Lead supports families in accessing wider services, including:

- Signposting to the Haringey and Barnet Local Offers:
 - [Haringey Local Offer](#)
 - [Barnet Local Offer](#)
- Referrals to external agencies such as Children and Adolescent Mental Health Services (CAMHS), Educational Psychology, or family support services
- Guidance on navigating the EHCP process or accessing specialist provision

We work with a team comprising a Speech and Language Therapist, Occupational Therapist, Dyslexia Specialist, and Art Therapist. These professionals work closely with staff and families to provide integrated, child-centred support.

Supporting Transitions

Transitions can be particularly challenging for pupils with SEND. To ensure a smooth and positive experience, we provide:

- Additional visits and familiarisation sessions
- Transition meetings with families and current settings
- Personalised transition plans and visual supports
- Liaison with receiving schools and professionals

Access Arrangements for Assessments

Where appropriate, pupils with SEND may require access arrangements to participate fully in statutory assessments. The Inclusion Lead oversees the identification, application, and implementation of these arrangements in line with national guidance, ensuring they reflect the pupil's normal way of working.

Section 10: Supporting Pupils with Medical Conditions

At Eden Primary, we are committed to ensuring that pupils with medical conditions are fully included in all aspects of school life, including access to the curriculum, enrichment activities, physical education, and educational visits. We recognise that some pupils with medical conditions may also have disabilities, and we fulfil our duties under the Equality Act 2010 to make reasonable adjustments and provide appropriate support.

Health Care Plans and Medical Support

For pupils with ongoing or significant medical needs, a Health Care Plan (HCP) is developed in collaboration with parents/carers, the Inclusion Lead, and, where appropriate, the School Nurse or other health professionals. These plans are:

- Reviewed annually or more frequently if needs change
- Shared with all relevant staff to ensure consistency and safety
- Used to identify any required staff training or environmental adaptations

Where necessary, and with parental consent, medication may be administered in school. This is managed in line with the school's Medical Needs Policy and requires a signed Medicine Consent Form to ensure the safety and wellbeing of both pupils and staff.

We take a proactive approach to ensuring that pupils with medical conditions are supported to participate fully, safely, and confidently in all school activities.

Section 11: Monitoring and Evaluation of SEND Provision

Eden Primary is committed to maintaining high standards of inclusive practice and ensuring that all pupils with SEND receive effective, evidence-informed support. We use a range of qualitative and quantitative methods to monitor and evaluate the impact of our SEND provision.

Monitoring Strategies Include:

- Lesson observations, planning reviews, and learning walks to evaluate inclusive classroom practice
- Work scrutiny and environmental audits to assess accessibility and differentiation
- Termly analysis of pupil progress against personal outcomes and age-related expectations
- Scrutiny of behaviour and attendance data to identify patterns and inform support
- Pupil voice activities, including discussion groups and feedback tools
- Parent feedback, including discussion groups and the annual parent survey
- Termly visits from the SEND Link Trustee to provide governance oversight
- Data analysis by the Inclusion Lead to compare school trends with local and national benchmarks
- Review of intervention data to assess the effectiveness and value for money of targeted support
- Ongoing staff development and CPD training, coordinated by the Inclusion Lead, to ensure all staff are equipped to deliver high-quality, inclusive teaching

Findings from these activities are used to:

- Celebrate effective practice and pupil progress
- Inform updates to policies and procedures
- Shape the school's SEND development priorities
- Plan targeted professional development in line with the school's appraisal cycle and development plan

This continuous cycle of reflection and improvement ensures that our SEND provision remains responsive, inclusive, and impactful.

Section 12: Resources and Training

Funding and Resource Allocation

Eden Primary receives funding to support pupils with SEND from a range of sources, including:

- Notional SEND funding (SEN Formula Funding)
- Top-up funding from the Local Authority for pupils with Education, Health and Care Plans (EHCPs)

- Pupil Premium (where applicable)
- Additional allocations from the school budget or fundraising initiatives

This funding is used strategically to ensure that provision is equitable, evidence-informed, and responsive to the needs of the current pupil cohort. It may support:

- Deployment of Teaching Assistants and Specialist Teachers to deliver in-class support and targeted interventions
- Delivery of evidence-based interventions for individuals and small groups
- Access to external training and consultation from specialist agencies
- Purchase of assistive technology, specialist resources, and adaptive equipment
- Provision of counselling and therapeutic support
- Supply cover to enable staff to attend SEND review meetings and training
- Provision of 1:1 support for pupils with EHCPs (where specified)
- Additional resources identified through the school development plan or in response to emerging needs.

All spending is reviewed regularly to ensure it is having a measurable impact on pupil outcomes and represents best value.

Staff Training and Professional Development

At Eden Primary, we are committed to building a confident, knowledgeable, and inclusive workforce. All staff receive training to ensure they can meet the diverse needs of our pupils and deliver high-quality, adaptive teaching.

Key elements of our training programme include:

- Induction for new staff, including a meeting with the Inclusion Lead to introduce the SEND policy, systems, and current pupil needs
- Transition meetings at the end and start of each academic year to share information about pupils with SEND and ensure continuity of support
- Weekly staff meetings and additional briefings to share updates on individual pupils and inclusive strategies
- Targeted CPD based on:
 - The school development plan
 - Staff appraisal outcomes
 - Pupil progress data and emerging needs

Training is delivered by the Inclusion Lead, experienced colleagues, or external professionals, and may include areas such as:

- Adaptive teaching and Universal Design for Learning (UDL)
- Supporting pupils with specific needs (e.g. autism, dyslexia, SEMH)
- Implementing and reviewing Individual Support Plans (ISPs)
- Emotional regulation and trauma-informed practice

The Inclusion Lead also attends:

- Termly Local Authority SEND briefings to stay informed of national and local developments
- Cluster meetings with other SENDCos to share expertise and explore opportunities for joint provision, particularly for low-incidence needs

This ongoing professional development ensures that all staff are equipped to deliver inclusive, high-quality education for every pupil.

Section 13: Roles and Responsibilities

Inclusion Lead (SENCo)

The Inclusion Lead is a qualified teacher with responsibility for the strategic and operational coordination of SEND provision across the school. Their key responsibilities include:

- Overseeing the day-to-day implementation of the school's SEND Policy
- Coordinating provision for pupils with SEND, including those with EHCPs
- Managing statutory assessment requests and coordinating Annual Reviews
- Advising on the graduated approach to SEND support and inclusive practice
- Monitoring and evaluating the progress and attainment of pupils with SEND
- Line managing support staff involved in SEND provision
- Identifying staff training needs and coordinating professional development
- Liaising with parents/carers and maintaining strong home-school partnerships
- Acting as the key point of contact for external agencies, including the Local Authority
- Supporting transition planning for pupils with SEND across key stages and settings
- Advising on the deployment of the school's SEND budget and resources
- Ensuring compliance with the Equality Act 2010, including reasonable adjustments and access arrangements
- Maintaining accurate and up-to-date records for all pupils on the SEND register
- Reporting regularly to the Headteacher and Governing Body on SEND provision and outcomes

Trustees

The trustees have a statutory duty to ensure that the school meets its responsibilities for pupils with SEND. This includes:

- Appointing a qualified SENCo who holds or is working towards the National Professional Qualification for Special Educational Needs (NPQSEN) or the NaSEN
- Monitoring the implementation and impact of the SEND Policy and Information Report
- Meeting termly with the Inclusion Lead to review SEND provision
- Ensuring that pupils with SEND are fully included in school life, with reasonable adjustments made as required
- Ensuring the school complies with the Children and Families Act 2014 and the SEND Code of Practice (2015)
- Ensuring the school has arrangements in place to support pupils with medical conditions (Section 100, Children and Families Act 2014)
- Collaborating with the Local Authority and other schools to promote coordinated SEND provision across the area

Headteacher

The Headteacher is responsible for:

- Ensuring the Inclusion Lead has sufficient time and resources to fulfil their role
- Reviewing and agreeing the SEND budget and provision annually
- Supporting the Inclusion Lead in strategic planning and implementation of SEND provision

- Ensuring that SEND is embedded in the school's development plan and appraisal processes

Class Teachers

All teachers are responsible for the progress and development of every pupil in their class, including those with SEND. Their responsibilities include:

- Delivering high-quality, adaptive teaching that meets the needs of all learners
- Planning and delivering differentiated lessons and inclusive classroom environments
- Identifying pupils who may require additional support and raising concerns with the Inclusion Lead
- Producing and reviewing Individual Support Plans (ISPs)
- Monitoring and recording pupil progress using formative and summative assessment
- Liaising with support staff and specialists to ensure consistency of provision
- Coordinating the work of Teaching Assistants and ensuring planning is shared in advance
- Supporting pupils to transfer skills from interventions into classroom learning
- Contributing to Annual Reviews and transition planning
- Maintaining records of SEND provision and communicating regularly with parents/carers

Teaching Assistants

Teaching Assistants play a vital role in supporting inclusive practice. Their responsibilities include:

- Delivering targeted interventions and in-class support under the direction of the class teacher
- Recording progress and providing feedback to teachers and the Inclusion Lead
- Attending relevant training to develop their knowledge and skills
- Supporting pupils to develop independence and confidence in their learning

Section 14: Storing and Managing Information

Eden Primary is committed to maintaining the confidentiality, integrity, and security of all information relating to pupils with SEND. We comply with the UK General Data Protection Regulation (GDPR) and the Data Protection Act 2018 in the storage, sharing, and transfer of personal data.

- All paper-based records for pupils on the SEND register are stored securely in a locked cabinet in the Inclusion Lead's office.
- Class teachers are provided with relevant documents, which are stored in a locked Inclusion file within the classroom and shared only on a strictly need-to-know basis.
- Electronic records are stored on the school's secure, password-protected server with access restricted to authorised staff.
- When a pupil transfers to another setting, all SEND documentation is transferred securely via recorded delivery or encrypted digital transfer, in line with data protection protocols.

Section 15: Accessibility

Eden Primary is committed to ensuring that all pupils, staff, and visitors can access the school's physical environment, curriculum, and information. In line with the Equality Act 2010, we publish an Accessibility Plan every three years, which outlines how we will:

- Increase access to the curriculum for pupils with disabilities
- Improve and maintain access to the physical environment
- Enhance the availability of accessible information for pupils, staff, parents, and visitors

The plan includes specific, time-bound actions and is reviewed regularly to ensure it remains relevant and ambitious. For more information, please refer to our Accessibility Policy.

Section 16: Preventing and Responding to Bullying

We are particularly mindful that pupils with SEND may be more vulnerable to bullying and social exclusion. Our approach is proactive, inclusive, and rooted in our school values.

We promote a culture of respect and belonging through:

- Whole-school PSHE and inclusion-focused assemblies
- Curriculum content that celebrates diversity and neurodiversity
- Pupil voice activities that ensure all children are heard
- Targeted support for pupils with SEND who may be at increased risk
- Staff training on recognising and responding to bullying, including subtle or indirect forms

All incidents of bullying are taken seriously and addressed in line with our Anti-Bullying Policy.

Section 17: Dealing with Complaints

We value open communication with families and aim to resolve concerns quickly and collaboratively. If a parent/carer has a concern about their child's SEND provision, the following steps should be followed:

- Speak with the class teacher in the first instance
- If unresolved, contact the Inclusion Lead
- If further support is needed, contact the Headteacher
- Submit a formal complaint in writing to the Governing Body
- If necessary, contact the Haringey SEN Department
- Parents may also appeal to the SEND Tribunal

At any stage, families can seek independent advice from:

- Haringey SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service)
- IPSEA (Independent Provider of Special Education Advice): www.ipsea.org.uk

For full details, please refer to the school's Complaints Policy, available on the school website.

This policy should be viewed in conjunction with the Eden Primary SEN Information Report available on the school website. This policy was reviewed in September 2025.