



SEND Information Report

Eldon Primary School, Edmonton N9

Aspiration, Determination, Success

Our vision and how we hope to achieve it

At Eldon we know that our children will enter a world of work that is ever changing and increasingly complex. Our aim is to ensure that, throughout their time here, children become resilient, independent thinkers, who have the knowledge, the skills and the confidence to pursue, and succeed in, whatever path they choose.

Parents, staff, governors and children all have an important part to play in ensuring that Eldon is a truly inclusive school, where equality of opportunity and respect for all is at the heart of what we do.

We are fully committed to meeting the needs of those children with Special Educational Needs as far as is reasonably practicable and compatible with the provision of the efficient education of other pupils. In meeting these responsibilities, Eldon Primary School pays due regard to the SEND Code of Practice 2014 and the Disability Discrimination Act 2001.

At Eldon we seek to:

- ensure that all children are valued equally.
- ensure that all children make progress.
- ensure that all children are safe.
- work in close partnership with parents/carers and children.
- ensure that Special Educational Needs are identified and assessed as early as possible.
- ensure children's needs are met as soon as is practicable.
- ensure that all children have access to a relevant, broad and balanced curriculum.

- work proactively with the LA and other agencies, including Social Services, parent support groups, educational psychologists and other external service providers, to identify, assess and meet Special Educational Needs.
- maintain and develop a range of expertise within the school and to monitor, review and evaluate policy and provision on a regular and systematic basis.

Type of school

Eldon Primary School is a large; four form entry, mainstream Primary school with a Nursery admitting children from the ages of 2-11.

How we identify whether a child has Special Educational Needs (SEND)

On admission:

- a. The Inclusion Manager, SENDCO and Early Years Lead liaise closely with Health Visitors, Specialist Early Years Practitioners and other professionals to identify children with SEND being admitted to our Nursery and Reception classes.
- b. The school follows the LA's criteria, whereby children with SEND can be given priority admission to Nursery and Reception if:
 - They have an Education, Health and Care Plan (EHCP) in place
 - There is professional evidence of a child's needs and evidence that these needs could be met by the school.
- c. Families of children being admitted to either Nursery or Reception are offered a home visit, when possible, by our staff. During this visit, families have the opportunity to raise any concerns they may have about their child.
- d. Any child entering Eldon from another school with previously identified SEND is placed onto the SEND register, and the SENDCO ensures that previous arrangements for provision are followed up where necessary and possible. Similarly, when a child leaves Eldon to go to another school the SENDCO will pass on their SEND records to ensure continuity and consistency of support.

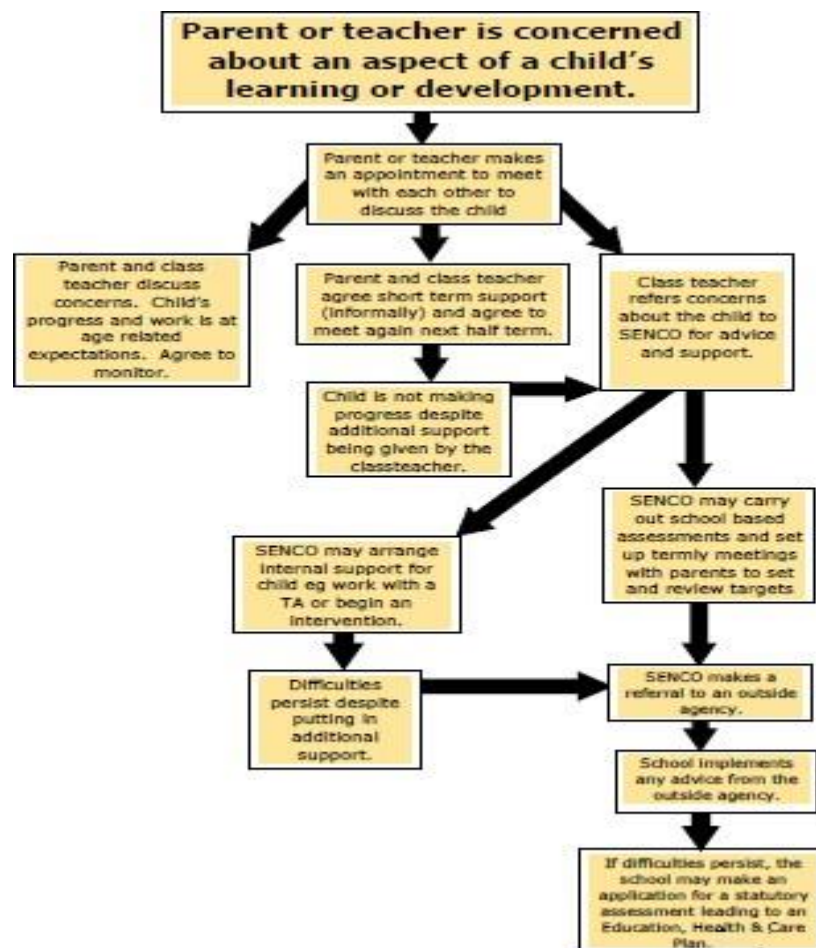
At other times:

- a. As part of Eldon's on-going monitoring and assessment policy, we continuously gauge all children's progress. Class teachers have a responsibility to identify any child whose progress is causing concern and to inform the Inclusion team for advice and support.
- b. The Inclusion Manager and/ or SENDCO will observe the child, discuss the class teacher's concerns, and look at attainment, in order to identify children who are not making the expected progress. Further assessments are carried out as needed and screeners completed.
- c. Parents who feel that their child is experiencing a particular difficulty, or is making very slow progress, are encouraged to initially share their concerns with the class teacher, who will refer them on to the SENDCO if there are SEND concerns.

How we support children with SEND

- Interventions are carefully arranged and monitored by Phase Leaders and the Inclusion team.
- At Eldon we have an established process to alert the Inclusion team of any concerns. Children are provided with appropriate interventions and/or additional adult support, ensuring independence is promoted at all times.

- The class teacher is responsible for providing Quality First Teaching to all children in their class. This may include differentiated resources or scaffolded activities to ensure that all children have access to a broad and balanced curriculum.
- The teaching assistant is responsible for supporting children as directed by the class teacher.
- The class teacher is responsible for creating, reviewing and updating children's Individual Education Plans (IEP's), which are shared with families at parent consultation meetings.
- Children's targets are reviewed and updated on a termly basis.
- Class teachers and teaching assistants are provided with regular opportunities to meet with external service providers, including Speech and Language Therapists and Educational Psychologists, to discuss supports, strategies and progress.



How we adapt our teaching to support children with SEND

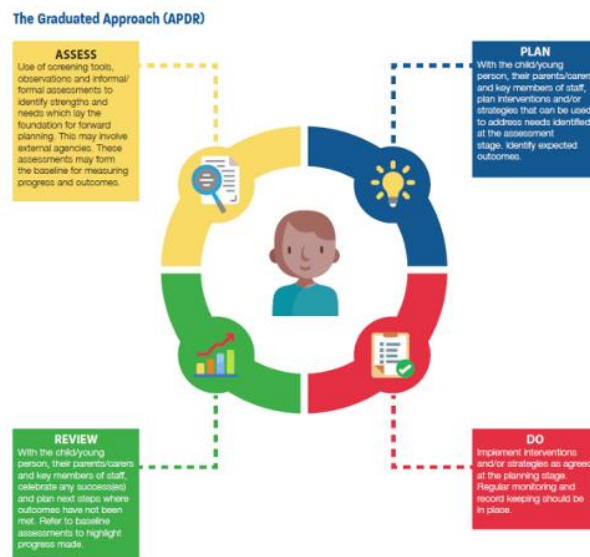
- Class teachers plan lessons according to the specific needs of all children in their classes, ensuring that learning tasks are adjusted so that each child can access their learning as independently as possible.
- Lessons are carefully differentiated and equipment and resources carefully chosen in order to support varying learning needs.

How we select resources to support children with SEND

- The Assistant Head Teacher (Inclusion), SENDCO, and relevant Phase Leaders support class teachers to plan for children with SEND.
- Eldon's School Development Plan identifies staff training needs, including those related to SEND. Trainings may be delivered on a whole school basis, or to specific identified staff.
- Class teachers plan lessons according to the specific needs of all groups of children in their class, and ensure that learning tasks are adjusted in order to enable each child to access their learning as independently as possible.
- Specially trained support staff implement the teachers' modified/adapted planning to support the needs of children where necessary. If a budget is required to do this the Head Teacher and governors will make the final decision.
- Specific resources and strategies may be used to support children individually and in groups.
- Planning and teaching are adapted on a daily basis as needed to meet children's learning needs and to increase their access to the curriculum, as well as to extra-curricular activities.
- School adapts the environment, wherever practicable to the needs of the children. Including accessing specialist equipment if needed.

How we ensure that children with SEND are making progress and that families and carers are kept informed

We follow the **Graduated Approach** cycle: **Assess, Plan, Do, Review**.



- **Assess:** We identify the barrier to learning by looking at data and observations.
 - **Plan:** The teacher and SENDCo design a targeted plan with clear, measurable outcomes.
 - **Do:** The planned support or intervention is delivered over a set period (usually 6 to 10 weeks).
 - **Review:** We look at the data to see if the support made a difference. If progress is made, the target is updated. If not, we change the approach or seek specialist advice.
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- Children's progress is continually monitored by their class teacher.
 - Children's progress in Reading, Writing and Maths is formally reviewed on a termly basis. Progress in other areas, such as attendance, engagement in learning, and behaviour are also monitored.
 - Children on the SEND register have Individual Education Plans (IEP's) in place. IEP's comprise targets related to needs, and are reviewed and updated each term by the class teacher with the support of the SENDCO.
 - At the end of each Key Stage (i.e. at the end of year 2 and year 6) the government requires all children to be formally assessed using Standard Assessment Tests (SATS). The results from SATS tests are published nationally.
 - The progress of children with an EHCP is formally reviewed at yearly Annual Review meetings, which involve all adults involved with their education.
 - If children fail to make expected progress the school will meet with families to discuss:
 - Any home concerns
 - Any further interventions or referrals to outside professionals to support learning
 - How school and home can work together to ensure consistency of support
 - We keep families informed about children's progress in a range of ways, including:
 - Home/school books
 - Telephone/ texts
 - Follow-up meetings

- Reports
- Letters/certificates

How we support children's health and general wellbeing

The whole family situation is taken into careful consideration when supporting and communicating about children with additional needs. Privacy is our priority at all times.

Medical:-

- If a child has any medical needs the School Welfare Officer will invite their family/ carer into school to create a Care Plan.
- Care Plans are updated regularly and families/ carers can contact the school Welfare Officer at any time.
- At Eldon children's health and emotional wellbeing is of utmost importance. We always encourage families/ carers to share any concerns they may have with the class teacher so that they can be addressed by the Inclusion team and other key staff.
- All required medicines registered on Care Plans are carefully monitored and recorded.

If there are any concerns the School Welfare Officer will contact families/ carers to discuss any issues. If needed the School Nurse will also be contacted.

- Children are assessed using screeners held in school as relevant, and if there are any concerns families/ carers are informed.
- Dietary needs are discussed and any allergy information is shared with relevant staff. If needed a food diary may be kept to support dietician programmes.
- The school liaises with external medical agencies as required, to ensure that we are kept fully informed of issues, promoting access to all areas of school life.

Social:-

- All children are fully included in all activities where possible. All children are encouraged to work together.
- If children are struggling to understand how to make friends social stories are made available to them.
- Children new to the school, or those struggling in the playground, are provided with an appropriate buddy from their peer group.
- Buddies may also be provided for children who are experiencing specific difficulties and require some support.
- Staff in the playground monitor children and encourage them to interact with others. If there are any concerns around social communication/ friendship issues, the class teacher and Inclusion Team are notified.
- Lunch time clubs cater for a range of needs and interests.
- After school clubs are available.
- Breakfast Club is available at an additional cost.

Behaviour:-

- If a child has behavioural difficulties their class teacher will keep families/ carers fully informed.
- Support strategies are implemented and shared with families/ carers.
- Additional support is implemented and advice is sought from external service providers as required.
- The Inclusion team keep families/ carers informed and hold meetings with them, alongside all professionals involved.
- Where additional support or strategies are required an Individual Behaviour Plan may be drafted by the Inclusion Manager alongside the family/ carer, to ensure a consistent approach in school. This plan will clearly identify barriers and strategies to be used as well as highlighting rewards and ways forward to ensure the child fulfils his or her potential in school.
- If required a Risk Assessment is completed to ensure that the child and their peers are safe and secure in school. This is written in consultation with families/ carers and is signed by all parties.
- Everything possible is implemented to ensure that all children are included at all times.

Attendance:-

- It is important that children attend school on a daily basis so that they can make good progress with the support provided to them.
- It is important that the school is notified immediately about any medical issues and that children return to school as soon as they are well. If families/ carers are unsure about

any issues the School Welfare will advise. Attendance is reviewed regularly by the Attendance Officers, AHT Inclusion and Education Welfare Officer. If they have concerns families/ carers are contacted and invited to attend a clinic to share ideas and strategies to improve attendance.

- Good communication is an essential part of our approach to attendance at Eldon and families/ carers are always encouraged to discuss any difficulties they may be experiencing as soon as possible so that the relevant support can be offered.
- Termly celebration assemblies are held and children receive certificates to reward and encourage excellent attendance. Weekly phase assemblies also include a reward certificate for the class in each year group with the best attendance.

Child's Views:-

- Children are encouraged to contribute at their EHCP Annual Review meetings as far as is possible, either verbally or through the use of augmented communication.
- Children are encouraged to discuss any school issues with key staff and with their peers if appropriate.
- If children do not feel comfortable discussing issues with key staff families/ carers are encouraged to share concerns with the class teacher, Inclusion team, or SENDCO.

Specialist external service involvement

When a referral, advice and/or extra help is needed, the school accesses support from a range of external service providers, including:

Enfield Advisory Service for Autism (EASA)
Enfield Communication Advisory Support Service (ECASS)
Enfield Early Years Speech and Language Service
Enfield Educational Psychology Service
Enfield Service for Disabled Children (Cheviots) and/or Early Help
Enfield Children and Adolescent Mental Health Service (CAMHS)
Enfield Child Development Team
Enfield Special School Outreach Teams
Enfield Children's Physiotherapy Service
Enfield Children's Occupational Therapy Service
Enfield Children's Dietetics Service
Enfield Sensory Support Team/ Flourish Outreach Service
Enfield Early Intervention Support Service (EISS)
Enfield Primary Behaviour Support Service (SWERRL)
Enfield Special Educational Needs and Disabilities Service (SENDIASS)
Enfield Looked After Children (LAC) team

Current and previous staff trainings

- At Eldon we provide whole staff training to disseminate knowledge, strategies and experience, and to ensure consistency of approach for children with SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- Training takes place on a regular basis. Staff have 5 Inset days of training annually and attend weekly staff meetings which include training on identified areas of need.

- All staff have had access to trainings around Special Educational Needs provided by the school, the Local Authority and external service providers.
- All Teaching Assistants have access to training. During their Professional Development Interviews, staff indicate their area of interest and training needs. The Inclusion Team select suitable courses for their needs. A regular training programme is being provided around child protection for all adults in school.

How children are included in activities and school trips

- As far as is possible all children are included in the full range of activities and trips designed to enhance delivery of the curriculum. There may be occasions when a specific Risk Assessment needs to be completed to highlight barriers to attendance depending on the particular location to be visited. In this situation staff discuss the particular trip with families/ carers in order to make plans for reasonable adjustments if possible. This could include asking a parent/ carer to accompany the child on the trip, or selecting a particular mode of transport or route to enable access.
- Families/ carers are informed well in advance of forthcoming trips as these are usually booked early on in the school year allowing plenty of notice if they are required to attend.
- Where a child's behaviour could be problematic this will be discussed with the family/ carer beforehand so that a joint decision can be made around strategies to be employed, or to discuss whether it is safe to allow the pupil to attend at all. Any decision made will also consider the impact of attendance on the child's peers, with safety always being of paramount importance.
- Additional adults are provided if required.
- Strategies are provided and shared with families/ carers to help prepare pupils for school trips and extra-curricular activities.
- If needed, social stories are written and read to the child both in and out of school to ensure that they have a good understanding of what is going to happen.

Our school environment

- Eldon Primary School is fully accessible to wheelchairs and other mobility aids.
- Classrooms and corridors are clearly lit and kept clear to ensure children, including those with visual difficulties, are able to navigate their environment safely.
- The school has disabled changing and toilet facilities.
- When a child with SEND enters the school their needs are carefully assessed and any necessary equipment is provided to them. When agencies advise additional equipment, where possible this is also provided.
- The school is secure and has restricted access.
- Our school is based on a large and attractive site with outdoor learning areas such as fields, a pond and a forest.
- The classroom environments support the needs of SEND children.

How we support children who are joining or leaving the school

At Eldon children are well supported throughout all transitions.

When a child starts at Eldon:

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- Relevant information about them is shared with those who need to know and confidentiality is respected at all times.
- They are welcomed by their class teachers and supported by buddies from their class as needed over the first few weeks.
- Regular communication to help to inform families/ carers and children of forthcoming events and topics as well as introducing them to key members of their department.
- If the child is joining Eldon Nursery, the Phase Leader may visit them in their current setting if this is felt to be necessary.

If transferring from another school:-

- Any relevant information will be obtained and discussed with the current school. Social stories are provided when appropriate and visits can be planned to support the change.

If transferring to another school:-

- The transition to a new school is carefully planned and families/ carers are kept fully informed. Social stories and photographs of their new school and of key staff are often used to show the child where they are going and to explain the support they will be getting.
- Any relevant information will be transferred and discussed with the new school.

If transferring to secondary school:-

- A member of the Year 6 Team meets with staff from the secondary school to discuss the child's needs and to share support strategies.
- Children attend a small group provision designed to support their understanding of the changes ahead. This may include a 'Passport' or transition book about themselves which they share with their new school.
- We support children and their families to visit new schools, and encourage secondary staff to visit children at Eldon prior to them starting there as relevant.

If moving to a different class:-

- Information is passed on to the new class teacher well in advance of the move.
- Visual supports are provided to children who would benefit from them.
- When needed, a transition programme is written and put in place.

How we involve families/ carers in school life

- Families and carers are encouraged to discuss any concerns they may have about their child at the earliest opportunity.
- Families/ carers have the opportunity to join in with the school's parent support- Friends of Eldon, which runs fund raising activities to support the school.
- The SEND coffee morning gives you the opportunity for you to advise the school of strategies you have tried, which can be shared with other parents and staff.
- Staff always endeavour to get paperwork/ other feedback from professionals translated into families/ carers home languages so that they have a clear understanding of their child's needs and supports.
- An interpreter may be provided to families/ carers according to availability and language spoken. School have several members of staff that are able to support with this.

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- Our Parent Support Advisor is available to discuss any issues and support with advice and information.
- All literature sent from school is reader friendly and translations can be arranged.
- Information is available on request and is kept up to date e.g. the menu and Curriculum meetings are held to inform all parents.
Reminders for key dates and information will be sent through the school's newsletter.
- There are additional classes available for parents such as ESOL, money management, parenting skills and so on.

Who to contact for more information or to discuss a concern:

- We strongly encourage families/ carers to maintain regular contact with their child's class teacher so that information, including concerns, from both home and school can be shared. This ensures consistency of approach in both settings.
- A member of the Inclusion team is available to meet with families/ carers to discuss progress and/ or concerns.
- All information from outside professionals will be discussed face to face with families/ carers, or where this is not possible, via report.
- Home learning is adjusted as needed to suit children's individual needs.
- A home/school contact book may be used to support communication if this is felt to be useful for you and your child.

In addition:

If a child is undergoing an EHCP needs assessment families/ carers are also supported by Enfield's SEND Team, who will ensure full understanding of processes.

- The class teacher is the first point of contact where concerns are present. If concerns continue families/ carers are directed to the Inclusion team.
- If family events or situations are negatively impacting a child, families can talk to Eldon's Parent Support Advisor.
- Visits to the school can be arranged for families of children with SEND by contacting a member of staff from the Inclusion team.

Our offer to children with special educational needs and disabilities was prepared in September 2026

It will be reviewed in September 2027