



**Education
Partnership
Trust**

Creating outstanding schools
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SEND INFORMATION REPORT

Document Control

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CONTENTS

1.0	What types of SEN does the school provide for?	4
2.0	Which staff will support my child and what training have they had?	5
3.0	How will the school measure my child's progress?	6
4.0	How will I be involved in decisions made about my child's education?	6
5.0	How will my child be involved in decisions made about their education?	7
6.0	How will the school adapt its teaching for my child?	7
7.0	How will the school evaluate whether the support in place is helping my child?	10
8.0	How will the school resources be secured for my child?	10
9.0	How will the school make sure my child is included in activities alongside pupils who don't have SEND?	10
10.0	How does the school make sure the admissions process is fair for pupils with SEN or a disability?	10
11.0	How does the school support pupils with disabilities?	10
12.0	How will the school support my child's mental health and emotional and social development?	11
13.0	What support will be available for my child as they transition between classes or setting or in preparing for adulthood?	11
14.0	What support is in place for looked-after and previously looked-after children with SEN?	12
15.0	What should I do if I have a complaint about my child's SEN Support?	12
16.0	What support is available for me and my family?	13
17.0	Glossary	13

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy. You can find it on our website - [Policies – Eden School](#)

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1.0 What types of SEN does the school provide for?

Eden School provides education and support for young people with special educational needs relating to social, emotional and mental health (SEMH) including those with a diagnosis of ASD & ADHD. We provide young people aged 8-16 with access to an environment that is tailored to meet all their identified needs in a change from mainstream education, challenging their expectations and finding ways to inspire success, both in school and in preparation for working life. We are committed to inclusive education and aim to provide personalised learning to meet the needs of individuals, developing personal progress.

Area of need	
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment

	Multi-sensory impairment
	Physical impairment

2.0 Which staff will support my child and what training have they had?

Our SENCO is Kimberley Ferguson. Mrs Ferguson is a qualified teacher and has over 20 years experience of teaching in secondary schools, including 14 years of being a member of Senior leadership teams. Mrs Ferguson started working at Eden in April 2025 and is currently completing the NPQ SENCO award.

Class/subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of all pupils. All staff receive Mental Health First Aid training as well as bespoke sessions delivered by our Mental Health Schools Team including sessions regarding low mood, anxiety and self-harm. They also receive annual ASD, ADHD, PDA and Trauma refreshers.

Teaching assistants (TAs)

We have a team of TAs who are all trained to deliver SEN provision. We have a number of teaching assistants who are trained to deliver interventions such as recognising and labelling emotions, social stories, circle of friends, healthy relationships, staying safe and regulation

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

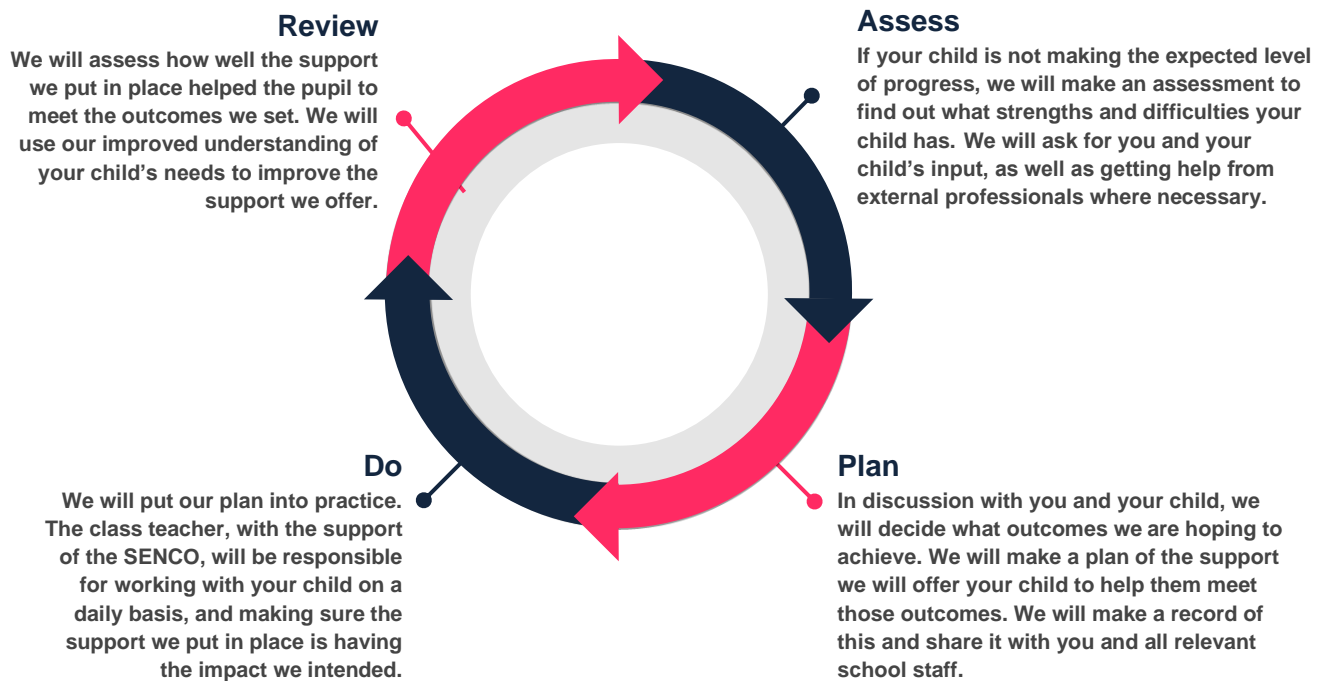
- Access to ISS and Educational Psychologist if appropriate
- Mental Health Schools Team 6
- Careers advice
- Specialist teachers
- ELCAS
- Young People's Services
- Access to School Nurse
- Brook
- Kooth
- ADHD NW
- Go2
- Education welfare officers

▪ Children's Social Care

3.0 How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

4.0 How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress.

Your child's form teacher will meet you 3 times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes

- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations, so we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's form tutor or the SENCO.

5.0 How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

- We may seek your child's views by asking them to:
- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

6.0 How will the school adapt its teaching for my child?

Your child's teacher/s is/are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to an ambitious, broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best and to fill any gaps that are identified in your child's learning. There is no '1 size fits all' approach to adapting the delivery of the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting the delivery of our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or activities set in the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing

- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when this is outlined in Section F of their EHCp
- The school's accessibility plan can be found here [Accessibility-Plan-2022.docx](#)
- We may also provide the following interventions (please note these may be amended):

Area of need	Wave 1 – All pupils as appropriate	Wave 2 – Some pupils (Catch up/short & high impact)	Wave 3 – few pupils (additional to in class support)
Cognition and learning	Differentiated curriculum planning, activities, delivery and outcome Grouping Increased use of visual aids/modelling Visual timetables Dual coding Illustrated dictionaries Range of high interest/low reading age books Writing frames Access to ICT No copying from board/photocopies	Targeted intervention programmes Precision teaching Reading partners In class support from Teaching Assistant Multi-sensory approach Specialist software, e.g. speech recognition software Laptop Learning mentors	Intensive 1:1 literacy/numeracy support Specialist literacy and numeracy programmes LA SEN teams advice and support Executive function intervention Auditory and visual memory groups Fine motor programmes Small group or individual support from adult
SEMH & behaviour	Whole school behaviour policy Whole school/class rules Whole school/class rewards and sanctions systems Circle time	Small group Circle Time Social skills group Anger management Self-esteem Bereavement Emotional awareness Empathy In class support for supporting behaviour targets, access, safety Resources to manage attention/ hyperactivity in class i.e. Stress balls, fiddle toys	Nurture groups Individual counselling Individual reward system Advice from educational psychologist Circle of friends/ Buddy group/ Peer mentoring LA SEN team advice and support
Communication &	Differentiated curriculum planning, activities, delivery	Symbol supported text	Social use of language (SULP)group Specialist programmes devised by

interaction	<p>and outcome e.g. simplified language, key words</p> <p>Increased use of visual aids/modelling Adapted classroom environment</p> <p>Class visual timetables</p> <p>Use of symbols</p> <p>Structured school and class routines Drama activities, e.g. hot-seating</p> <p>Auditory and visual memory groups</p> <p>Signing (Makaton)</p>	<p>Specialist software, e.g. screen reader Speech recognition software</p> <p>Individual visual timetable</p> <p>Individual workstation</p> <p>In class support with focus on supporting speech and language</p> <p>Social communication intervention</p> <p>Positive relationships</p> <p>Social awareness</p>	<p>speech and language therapist</p> <p>Advice from educational psychologist</p> <p>Circle of friends/ Buddy group/ Peer mentoring</p> <p>LA SEN team advice and support</p> <p>Social Stories</p> <p>Comic Strip</p> <p>Conversations</p>
Sensory and Physical	<p>Flexible teaching arrangements</p> <p>Appropriate classroom environment</p> <p>Staff aware of implications of sensory/physical impairment</p> <p>Writing slopes</p> <p>Pencil grips</p> <p>Medical support/advice implemented in class</p> <p>Screen reader</p>	<p>Access to sensory resources to support self regulation in the classroom</p> <p>Keyboard skills training</p> <p>Additional fine motor skills practice</p> <p>In class support for supporting access, safety</p>	<p>Access to sensory breaks (movement & 'chill out' zones)</p> <p>Individual support in class to access curriculum activities</p> <p>Physiotherapy programme</p> <p>Access to specialist ICT hard and software e.g. switches</p> <p>Advice/input from LA specialist team</p>

7.0 How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after [number of] weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

8.0 How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

If additional funding is needed, we will seek it from our local authority.

9.0 How will the school make sure my child is included in activities alongside pupils who don't have SEND?

- All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.
- All pupils are encouraged to go on our school trips, including our residential trip(s).
- All pupils are encouraged to take part in [sports day/school plays/special workshops.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

10.0 How does the school make sure the admissions process is fair for pupils with SEN or a disability?

In line with their statutory obligations, the Local Authority will consult with the school prior to naming them in a EHCp, whilst the school will provide the Local Authority with the full school profile. This will include details of the curriculum and specialist support offered outlining the needs of the pupils for whom they are able to provide places. Parents /carers can ask the local authority for a placement at Eden School. The LA will send Eden School a copy of the draft EHCp and the advice received and will ask the school for their view. Eden School will inform the LA in writing of its view about the parental request within 15 days. The LA will decide whether to name Eden School in the final EHCp.

11.0 How does the school support pupils with disabilities?

At Eden we ensure;

- All students have access to an appropriate curriculum and enjoy every aspect of school life, regardless of any learning, physical or social disability.
- All students have the opportunity to fulfil their potential and appropriate provision will be in place to meet the diverse needs of all learners.
- Students' physical needs are accommodated.
- All staff are fully aware of students' physical needs and how they should respond accordingly.
- For further information please see our Accessibility policy - [Accessibility-Plan-2022.docx](#)

12.0 How will the school support my child's mental health and emotional and social development?

- As a specialist provision for young people experiencing social, emotional and mental health difficulties, the aim of everything we do is to support our pupil's development in these areas.
- We have a very robust pastoral system beginning with form tutors who are responsive to any issues and a strong PSHE curriculum, addressing the needs and questions of many of our young people. Targeted staff members also complete specialist nurture and ELSA training which enable them to deliver bespoke group or 1:1 intervention.
- We encourage all pupils to be a part of a variety of clubs including School Council, Reading Ambassadors and our Football team.
- We have a 'zero tolerance' approach to bullying.
- We have access to an Educational Psychologist and the Mental Health Support Team who are available for single or multiple sessions in a confidential environment. Staff also have strong links with many external agencies.

13.0 What support will be available for my child as they transition between classes or setting or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

Allow time for teachers to meet (with the SENCo) to discuss each pupil

- Schedule lessons with the incoming teacher towards the end of the summer term
- Ensure all Pupil Support Plans are up to date with relevant information for the new staff

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases (SECONDARY)

The SENCO of the previous setting meets with our SENCO to discuss the needs of the incoming pupils before their starting date.

We arrange meetings with the parents of incoming pupils to discuss how we can best welcome their child into our community.

All pupils have induction days

New pupils have 1:1 sessions with a member of the pastoral team to contribute to their Conduct Support Plans.

Onto adulthood

We provide all our pupils with appropriate advice on paths into work or further education including 1:1 sessions with a career advisor.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

Annual reviews for pupils in Year 11 are held in the autumn term and ASL team members from perspective colleges are invited to ensure transition can be carefully planned and managed.

14.0 What support is in place for looked-after and previously looked-after children with SEN?

Our SENCo is also our Designated Teacher. Mrs Ferguson ensures that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

15.0 What should I do if I have a complaint about my child's SEN Support?

Complaints about SEN provision in our school should be made to the Headteacher in the first instance. They will then be referred to the school's complaints policy.

Link to our complaints policy: [Complaints-Policy-Mar-24-26.pdf](#)

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND code of practice: 0 to 25 years - GOV.UK](#)

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

16.0 What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at your local authority's offer.

Blackburn with Darwen [Local Offer | Blackburn with Darwen Borough Council](#)

Lancashire [Special educational needs and disabilities \(SEND\) - local offer - Lancashire County Council](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

Blackburn with Darwen [Special educational needs information, advice and support service \(SENDIASS\) | Blackburn with Darwen Borough Council](#)

Lancashire [SENDIAS Home - Lancashire SEND IAS](#)

National charities that offer information and support to families of children with SEND are:

[IPSEA](#)

[SEND family support](#)

[NSPCC](#)

[Family Action](#)

[Special Needs Jungle](#)

17.0 Glossary

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision which meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages