



Hadley Wood Primary School

Special Educational Needs and Disability Information Report

Date the policy came into effect	October 2025
Date of the next policy review	October 2026
Name of the person responsible for this policy	Tina Stanley
Issued to	Staff, governors, parents and carers

Special Educational Needs and Disability Information Report

This document outlines how Children with Special Educational Needs or Disabilities are supported at Hadley Wood School.

Legislation and guidance

The policy and information report is based on the statutory Special Educational Needs and Disabilities Code of Practice which can be found below:

[https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf) and the following legislation:

The Children and Families Act 2014

<https://www.legislation.gov.uk/ukpga/2014/6/part/3> which sets out schools' responsibilities for pupils with SEN and disabilities.

The Special Educational Needs and Disabilities Regulations 2014

<https://www.legislation.gov.uk/uksi/2014/1530/contents> which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

Keeping Children Safe in Education 2025

[https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping children safe in education from 1 September 2025.pdf](https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf)

The Equality Act 2010

<https://www.gov.uk/guidance/equality-act-2010-guidance>

What kind of school are we?

We are a one-form entry Community School catering for children from 4 to 11 years old. We are an inclusive school and seek to promote social inclusion, irrespective of faith, nationality, sexual orientation, gender identity or gender expression. We aim to fully comply with the requirements set out in the SEND Code of Practice (2015). Staff have training and experience to be able to meet the needs of learners who may have difficulties with the four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Children on our current SEND register have needs in all of the four areas listed above. We have staff with experience in supporting children with speech and language, hearing or visual impairments, SpLD (dyslexia/dyspraxia), children with Autism and Attention Deficit Hyperactivity Disorder (ADHD). In addition to using staff expertise, we work closely with a range of outside agencies from education, health and social services to support a wide range of special educational needs and disabilities.

We welcome prospective parents and carers to visit the school during the autumn term and the SLT and EYFS Team organise 'Open Day' events which are published on our website.

Senior Management:

Headteacher: Fran Worby

Deputy: Lynsey Jennings

English Lead: Lynsey Jennings

Science Lead: Fabienne Burns

Quality of Teaching: Senior Leadership Team

SEND Coordinator (SENDCo) and Inclusion Manager:

Tina Stanley

SENDCo Qualifications and Experience

Tina Stanley is currently working towards the National Professional Qualification for SENCO (NPQ SENCO) and brings over 20 years of experience supporting children with special educational needs and disabilities (SEND) across mainstream primary and secondary schools, as well as specialist provisions. She works closely with class teachers, families, and external professionals to ensure that every child with SEND receives the tailored support they need to thrive at Hadley Wood School.

Staff Training and Expertise

All staff at Hadley Wood School receive regular training to support pupils with SEND. During the 2024-25 academic year, training has included:

- Autism awareness and strategies for supporting autistic pupils
- Speech and language intervention techniques
- Supporting pupils with ADHD
- Attachment and trauma-informed practice
- Precision teaching methods
- Price Training for positive handling (for relevant staff)
- Administering medication and supporting pupils with medical needs

Our teaching assistants include Higher Level Teaching Assistants (HLTAs) who have specialist training in delivering targeted interventions. We continually review our training needs based on the pupils in our school to ensure staff have the skills and knowledge to provide effective support.

How does Ofsted rate the school? Ofsted rated the school as 'Good' in June 2022.

To view the report, click here: <https://reports.ofsted.gov.uk/provider/21/101994>

Hadley Wood School is situated in the London Borough of Enfield although many pupils live in Barnet and Hertfordshire. To view Enfield's Local Offer for SEND, click on the link here:

<https://www.enfield.gov.uk/services/children-and-education/local-offer>

Admission arrangements

Hadley Wood Primary School welcomes applications from all families, including those whose children have special educational needs or disabilities. Having SEND is not a barrier to admission to our school.

For children without an Education, Health and Care Plan (EHCP):

Our admissions policy is in line with the London Borough of Enfield's coordinated admissions scheme. You can find full details of our admission arrangements here: [Hadley Wood Primary School Admission Policy](#)

For children with an Education, Health and Care Plan (EHCP):

If your child has an EHCP, the admission process is different. The local authority is responsible for naming a school in Section I of the EHCP. If Hadley Wood School is named in your child's plan, we will admit your child. We will work closely with you, the local authority, and any professionals involved to plan your child's transition to our school.

Discussing your child's needs before applying:

We strongly encourage prospective parents of children with SEND to contact our SENDCo, Tina Stanley, before applying or as soon as a place is offered. This allows us to:

- Discuss your child's specific needs and how we can support them
- Arrange a visit to the school (if you have not already visited)

- Begin planning any additional resources, training, or adjustments needed
- Ensure a smooth transition into Reception or into a year group if joining mid-year

Contact details:

Telephone: 020 8440 4359

Email: senco@hadleywood.enfield.sch.uk

We welcome prospective parents and carers to visit the school during the autumn term. The Senior Leadership Team and EYFS Team organise 'Open Day' events which are published on our website.

How does our school ensure that children/young people who need extra help are identified early?

We would recommend that parents/carers have their children's sight tested regularly, especially prior to starting school. Hearing will be tested during the Reception year. Parents and Preschool settings may well have identified that a child has an additional need and begun liaising with the SENDCo during the summer term prior to the child starting at Hadley Wood School. Ms Stanley and the Reception Team will also liaise with parents and the preschool setting to begin the process of understanding the child's needs. Communication between Hadley Wood staff and the family continues during the summer term and at the beginning of the autumn term, to facilitate a smooth and effective transition to the Reception class.

Monitoring and reporting

Three times a year we make a formal assessment of all children's progress. The class teacher, SENDCo, Deputy Headteacher and Headteacher discuss every child in turn and decide if the curriculum needs to be adapted to meet their current needs. At this meeting it will be decided whether additional support is effective and will continue, or whether we need to make changes. As the meetings happen frequently, if a problem arises during the child's schooling, we can act at once. We take note of the following:

- Concerns raised by the parents/carers
- Concerns raised by the preschool setting or previous school
- The demeanour of the child at school and at home: Are they able to interact with other children and adults? Do they have self-esteem? Are they responding appropriately to the environment? Concerns raised by health professionals who are involved with the child.
- Concerns about the child's fine/gross motor control: Can they balance? Can they hold and manipulate a pencil? Can they manage their personal hygiene independently?
- Concerns raised by teachers, teaching assistants and the learning mentor about a child's progress, development and, or behaviour

For each class there is a 'Concerns Register' of children who have an additional need in one or more area of the curriculum. There is also an 'SEND Register' of children who have one or more significant barriers to learning, who require bespoke adjustments to the curriculum, or provision to enable them to learn, achieve and make good progress.

Every term a 'Provision Map' is compiled to record the provision for all children on the Concern and SEND Registers for each class. This is adjusted by class teachers and monitored by the SENDCo during pupil progress meetings, according to the needs of the children. Parents and carers whose children are receiving additional support are informed of the provision in place according to the pupil's needs during parent consultations in the autumn and spring terms. Further meetings are held between parents and Ms Stanley throughout the academic year to discuss a child's progress and additional support at school. The information on the SEND Register is included in the School Census, which is returned to the local authority on a termly basis, so that data can be compiled towards the national SEND information report.

What should a parent/carer do if they think their child may have special educational needs?

We recognise that parents/carers must choose their child's school carefully. We encourage all parents and carers to visit the school before applying. From the moment a place is offered, we begin our relationship with the family. If parents/carers think their child might need extra help, it is important that we discuss this as soon as possible, so that we can make sure that we have everything in place before the child arrives in September. We might need specialised equipment and members of staff may need additional training to support your child effectively. Ms Stanley is our Inclusion Manager, and part of her role is SENDCo- The Special Educational Needs and Disabilities Coordinator. If you have any concerns, Ms Stanley will discuss your child with you, and together you can decide what your child will need.

Special Education Needs participation in the school curriculum

Each class is led by a teacher who delivers the statutory requirements outlined in the National Curriculum. The teachers base their teaching on the assessments that they make of the children before they start each topic. This means that they can prepare work depending on what the children can already do, or what they already know. Teachers adapt their lessons to cater for the needs of all pupils within their class, e.g. scaffolding of tasks, sentence stems, manipulatives, bar modelling, whiteboards and pens to write/edit, bespoke activities, etc. All children of all abilities are encouraged to become independent learners and to access resources and adult assistance as required.

If a child cannot access the work through Quality First Teaching, they will require extra support. This is provided in several ways and always starts with the class teacher talking to the SENDCo and to parents/carers.

Types of support include:

- **Small group support from a teaching assistant (TA).** TAs are not qualified teachers, although at Hadley Wood our TAs are well trained, some to Higher Level Teaching Assistant (HLTA) status. They work under the direction of the class teacher, supporting the children so that they can make appropriate progress for themselves in the lesson. They also give additional support to children who need a little more input in phonics, reading, maths, speech, behaviour, personal care or social development.
- When appropriate, the TA manages the class as they complete their task, leaving the class teacher free to work with individuals or a small group.
- **Short term booster lessons** delivered by a teacher or TA. These are given when the child needs help for a specific problem. For example, children who are struggling with an aspect of maths, or with using a kind of punctuation may have additional lessons outside the teaching day e.g. before school. At the age when children are to take formal exams, they are often given booster sessions to increase their confidence before the test.
- **Same Day Intervention** – when available, each KS1 and KS2 class teacher will deliver an intervention every day for mathematics during the assembly slot to support no child being left behind.
- **Precision Interventions-** delivered in the afternoons by a TA. The interventions carefully chosen and implemented to ensure each child makes progress against their personal targets.
- **Social, emotional and behavioural support** – some children require a range of adults including teachers, senior leaders, SENDCo, learning mentor and TAs to provide extra pastoral support to; listen to their views, assist social and emotional development, especially during playtimes, and aid measures to prevent bullying. Hadley Wood School also uses the Leuven Scales to record and monitor children's level of emotional wellbeing and engagement and organise support for those pupils with lower scores.
- **Further investigation:** we occasionally need to seek additional advice with outside agencies with consent from parents.

As part of the graduated response to special educational needs, school can request further advice, support or assessment for pupils from specialist services.

Outside agencies with which we work include:

- Educational Psychologists, who can often recommend which specialist we should approach.
- Speech and Language Therapists, who will meet and observe the child and then plan a scheme for them, which will be implemented by the class teacher, and when appropriate, a TA.
- Occupational Therapists, who will advise on exercises, seating etc.
- CAMHs (Child and Adult Mental Health) who will advise on emotional issues, which are affecting the child's learning.
- Behaviour Support Service (SWERRL), who are experts in reaching disaffected children and will work with the child, parents and teachers to include the young person.
- Outreach Service aims to provide Enfield Schools with expert support and advice. As a specialist setting for young people with a range of complex needs, the outreach team have a broad range of skills and experience, which enables us to provide bespoke support programs for some of our pupils.
- Health Agencies, who can advise on sight or hearing problems or other conditions a child, may have.
- Voluntary sector, charitable organisations that provide information and support plus individuals who volunteer their time.
- Practitioners who are funded by parents/carers, but who prefer to work in the school setting because that is better for the child.

How do we adapt our teaching for children/young people with special educational needs?

All teachers match the tasks, support and resources to the differing needs of the children. All of our teachers are clear on the expectations of 'High Quality Teaching' and are monitored by the leadership team. Where appropriate the curriculum is personalised, and individual learning targets are set. When a child with complex SEND needs meets the criteria of disability, the school will comply with its duties under the Equality Act 2010. Reasonable adjustments will always be made to enable access to all areas of the school curriculum for pupils and their parents/carers with a disability (eg. adapted seating or auxiliary aids in the classroom.)

Our Learning and Teaching Policy guides teachers to assess the children's knowledge and skills before a lesson, so that there is no wasted time when the lesson begins. Some children will be sent to work independently at first, some will be given focussed input by the teacher and then the groups swap so all pupils access relevant learning.

We are very aware that all the children are entitled to Quality First Teaching. This is a style of teaching that emphasises high quality, inclusive learning for all pupils in a class. QFT includes adaptive teaching, on-going formative assessment and a range of strategies to support SEN pupils' learning in class which reflect the needs of the cohort.

Adult support is given where necessary to enable pupils to make progress in their learning. We are careful to ensure that support is timely and effective without enabling pupils to become over reliant on adult support. Any support provided is carefully planned to enable all pupils to achieve and make progress from their individual starting points.

How do we decide what resources we can give to a child/young person with special educational needs?

The school is funded per child, with each pupil funded at the same level. The class teacher and SENDCo will decide what support the child needs and, within reason, these resources will be allocated from the school's limited budget.

If it becomes clear that a child will need significant support, we can apply for additional funds. This is called an Education, Health and Social Care Plan. The application takes approximately 20 weeks and the school will need to demonstrate that they have attempted to meet the child's needs, but that they genuinely need additional help. All the professionals involved with the child, the parents/carers and the child

themselves are part of the application process. If successful, the year group team will be allocated additional resources to ensure the needs of the child are met. The plan will give specific targets for the child to achieve and all members of the year group team to work collaboratively, led by the class teacher and SENDCo, to support the child to make progress against their outcomes. The effectiveness of the support will be reviewed and updated termly, by Hadley Wood School staff, and formally at an Annual Review led by the SENDCo.

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

Our Assessment Policy is available on the school website. We have devised our own assessment system linked to the objectives of the new curriculum for each year group for reading, writing, maths, science and IT so that children's achievements and progress is monitored.

Teachers and TAs are available at the end of most school days for dismissal. Parents/carers can discuss progress informally then or make a more formal appointment. We have an open door policy and parents/carers are welcome to make an appointment to see Ms Stanley to discuss their child's progress, in addition to the formal meetings with the class teacher.

All parents/carers whose children are receiving additional support will be informed, so that the parents/carers and school can work together to facilitate high expectations, achievement and good progress for our pupils. We encourage parents/carers to see this as a good thing and to welcome the support that their children are receiving.

All children on the SEND Register have an 'Individual Support Plan,' ISP, which states the child's targets with a plan of how to achieve them. A child's ISP is co-produced with the SENDCo, parents/carers, class teacher, outside agency report recommendations and the child them self when appropriate. ISPs are reviewed and updated once a term. Pupils with an EHCP have a 'Learning Passport' which incorporates the child's additional needs, how to support them and the targets from their plan. These are shared with parents and updated termly by class teachers, learning support assistants and the SENDCo. In the autumn and spring term there are formal meetings between parents/carers and teachers to discuss the children's attainment and progress and in the spring term parents/carers will receive a written school report.

Other interactions with parents include:

- We frequently hold information meetings about the teaching of reading and Online Safety for parents and carers.
- When the children first start school, parents/carers are offered virtual or in-person workshops and information about the development of phonics and how to support their children with mathematics.
- The children will be given homework so that the parent/carer has some guidance about how to support them. All classes use the Office 365 platform to share and submit homework.
- If the child has outside professionals working with them, they will also be able to give the parent/carer advice on how to support their child.
- Complaints from parents/carers about provision of SEND should, in the first instance, be raised with the class teacher or SENDCo who will try to assess and resolve the situation. Formal complaints will be dealt with by the Headteacher through the school's complaints procedure and the Complaints Policy can be found on the school website.

Support services for parents and carers

We understand that navigating SEND support can feel overwhelming. In addition to our school-based support, the following services are available to help you:

Enfield SEND Information, Advice and Support Service (SENDIASS)

SENDIASS provides free, confidential, and impartial information, advice and support to parents and carers of children and young people with SEND.

Telephone: 020 8373 6337

Email:SENDIASS@enfield.gov.uk

Website: www.enfield.gov.uk/services/children-and-education/send-information-advice-and-support-service-sendiass

Enfield SEND Team

For queries about EHC needs assessments and plans:

Telephone: 020 8379 5501

Email: send@enfield.gov.uk

Enfield Local Offer

The Local Offer provides information about services available for children and young people with SEND aged 0-25 in Enfield: www.enfield.gov.uk/services/children-and-education/local-offer

National Support Organisations

IPSEA (Independent Provider of Special Education Advice): www.ipsea.org.uk

Contact (for families with disabled children): www.contact.org.uk | Helpline: 0808 808 3555

SEND National: www.sendnational.org

How do we support vulnerable children with SEN to ensure they are happy and safe in school?

We have a duty of care to ensure that all children feel safe and are happy in school so additional provision may be required to support some of our vulnerable pupils with SEND. This is organised with flexibility as the child's needs change and may include:

- Use of Social Stories to discuss social situations and appropriate behaviours.
- Use of a Now and Next board to support transitions.
- Circle of Friends to develop friendships.
- All About Me information giving guidance of how best to support a child with SEN.
- Provide alternative nurturing supervision during break and lunch times for those children who find the playground overwhelming through the use of our Nurture Room provision.
- Social, emotional and behavioural support to provide extra pastoral support to listen to their views, assist social development, especially during playtimes and aid measures to prevent bullying led by the Learning Mentor.
- Refer to external agencies for support, e.g. Enfield Behaviour Support Service: SWERRL, CAMHS and outreach services from Oaktree School, Waverley School and West Lea School.
- Hadley Wood School also uses the Leuven Scales to record and monitor children's level of emotional wellbeing and engagement and organise support for those pupils with lower scores.

What support we offer for children's health and general wellbeing?

Our key mission is that the children should be '**confident, capable and caring**'. We acknowledge that this could be more of a challenge for a child with special needs, temporary or on going, or a disability. The children's **confidence** grows from the relationships in the school. As a small school, we know our children very well. The adults are skilled at encouraging the children to believe in themselves and to feel comfortable with their classmates.

All children are expected to develop responsibility for themselves. This can be a learning process for the parents of children with SEND, because they will understandably have concerns about how their child will cope without them. The staff are very **caring**, but they know that our job is to prepare the children for their secondary schooling and developing dependence on adults is not kind in the long run.

The children need to be **capable** if they are to make the most of their education. This involves in depth analysis of what the children can actually do and what knowledge they have. Our policy is to develop the children from their own starting point. Again, Ms Stanley will work with the parents/carers to help them understand the process. In some instances, the child will need an individualised curriculum, to ensure that their learning is appropriate for them. In all circumstances, the children's progress will be recorded formally every term and parents will be informed about their child's progress against their targets each term. Ms Stanley will also liaise with parents/carers informally throughout the year as appropriate.

At Hadley Wood School we work hard to create a **caring** environment. Our Learning Mentor, Mrs Davies, supports pupils throughout the school to develop and secure social skills, emotional resilience and positive behaviour via a range of interventions based in our Nurture Room.

We are a 'values' school and all stakeholders during our Children's Parliament choose the values each year. We focus on a different value each month and within a range of assemblies, discussions and activities ensure the children understand the more difficult concepts of every value. This means the children have the vocabulary to discuss their feelings and each other's behaviours. We all have a very clear idea of how we should treat one another and how we like to be treated ourselves. This makes it much more possible to discuss any deviation from expected standards.

Our parents and carers are supportive of our Behaviour for Learning Policy and our 'Good to be Green' behaviour system facilitates the understanding and application of the expectations of behaviour at Hadley Wood School.

Training

During the academic year, every member of staff will be given training appropriate to the demands of their role. These training needs are identified at the annual Performance Management interviews.

Our school environment

Our school is built on a slope, meaning that there are many stairs. This presents several problems for children who are not fully ambulant. There are ground floor classrooms in the KS1 building with disabled toilets, but access to the outdoor area and emergency exit is down a flight of concrete steps. We have no ground floor classrooms in the KS2 building. As there is no lift, this does mean that the school is a challenge for wheelchair users.

We recognise that our building presents accessibility challenges for some pupils with physical disabilities. When a pupil with mobility needs joins our school, we work closely with the family, occupational therapists, and the local authority to put in place reasonable adjustments. This may include:

- Adjusting the timetable so lessons are in accessible classrooms
- Providing specialist equipment (e.g., writing slopes, adapted seating)
- Arranging for a member of staff to support with physical access
- Implementing a Personal Emergency Evacuation Plan (PEEP)

Our Accessibility Plan, available on the school website, sets out our strategy for improving access to the physical environment, curriculum, and information over time. We review this plan annually and welcome feedback from parents and carers about how we can continue to improve accessibility.

Hadley Wood School Accessibility Policy

Our 'Learning and Teaching' Policy facilitates the support of pupils with a range of additional needs as classrooms are arranged with visual timetables, working walls, key vocabulary, inviting book corners and labelled resources to support all pupils as part of Quality First Teaching. We have a small Nurture Room, near the playground, so that children have the opportunity to access this during lunchtimes.

We are always willing to learn and are happy to work with parents and outside agencies to provide the support that our children need to reach their potential. If a child is in receipt of an Education, Health and Social Care Plan (EHCP) there will be additional funding for that child to contribute towards the specialist equipment that they need to support their learning. This is in compliance with The Equality Act, which can be found here: <https://www.gov.uk/guidance/equality-act-2010-guidance>

How do we enable pupils with SEN to engage in activities available to those in the school who do not have SEN?

- 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 attend our residential trip in year 6, and are supported in year 5 by the SENDCo who shows photographs of the activities, the PGL site and the accommodation that they will be staying in.
- All pupils are encouraged to take part in sports day/school plays/assemblies/Sports Captains/Art Awards, etc.
- Everyone will be included in all the activities that their class is undertaking, making reasonable adjustments when required.
- All venues used for school trips are well equipped to provide for a wide range of disabilities.
- The School's Accessibility Plan can be found on our website.

How do we prepare for children/young people joining our school and leaving our school?

Reception children are invited for 'stay and play' session before they start school. The teaching team organise a home visit when they can talk to the parents/carers and see the child playing in a relaxed way in their home environment. Ms Stanley joins the Reception Team meetings for those children who have already been identified as having an additional need.

The child's introduction to school is gradual, with small group half days gradually building to full time within the first two-weeks of the summer term. Learning in Reception is play based, so the children can progress at their own speed, with support being put in as necessary. This gives the professional team time to observe the children and to make a personal plan for that specific child or call in expert guidance if necessary.

By April, the Year 6 the children will know which secondary school they will be attending. If the child has an EHCP, a representative from their secondary school will be invited to take part in the professionals meeting where the EHCP is reviewed. Year 6 children with special needs may need more support with transition. Every secondary school organises a range of events to enable pupils to become familiar with their new setting. Class teachers liaise with colleagues from secondary schools to share relevant information and plan a smooth transition to accommodate any additional needs. The Learning Mentor and Year 6 Team plan and deliver whole class lessons to support a smooth transition to secondary school. These sessions are reflective and flexible and may move to small group or 1:1 work depending on the needs of the cohort.

How parents and carers are involved in school life

Each class has Parent Class Representatives who liaise with the Friends of Hadley Wood School to promote fund raising events throughout the year. They also communicate information and reminders for the class and may organise social activities for parents/carers. Class Representatives are asked to co-produce policy documents for the school website to ensure that the information is clear for parents to access. In addition to the Class Representatives, we welcome parents/carers to share their skills and interests with the children via an in-school presentation or the sharing of artefacts.

We have a number of focus weeks during the year when parents are encouraged to share information or experiences. We have restarted hosting class assemblies with parents and carers watching in person. Performances and music concerts have also resumed with Reception's Nativity in December and Year 6 showcasing their talents in July before they leave for secondary school.

A monthly newsletter is published on this web page keeping parents up to date with events at the school. All parents/carers are members of the 'Friends of Hadley Wood School' who arrange social and fundraising events during the year.

Who to contact for more information or to discuss a concern

If you are considering applying for a place at Hadley Wood School we would recommend watching the virtual tour on the school website or visiting the school in person. If you have any further questions, please contact the school office on Tel: **020 8440 4359**.

To discuss your child's specific needs, you can contact Ms Stanley, the SENDCo on the same number or email directly at: senco@hadleywood.enfield.sch.uk

This SEND Information Report should be read in conjunction with the following school policies:

- SEND Policy
- Learning and Teaching Policy
- Behaviour in Schools Policy
- Assessment Policy
- Complaints Policy
- Early Years Policy
- Anti-Bullying Policy
- Health & Safety Policy
- Homework Policy
- Parent Partnership Policy
- Positive Handling Policy
- Equality Policy and Objectives
- Supporting Children with Medical Conditions Policy
- Accessibility Plan

All policies are available on our school website or from the school office on request.

This Special Educational Needs and Disabilities Information Report has been co-produced with a range of parents from Hadley Wood School. We would like to kindly thank all those parents who contributed their time, effort and energy into co-producing this SEND offer, it is greatly appreciated. If you have any feedback on this report or suggestions for how we can make it clearer and more useful, please contact Tina Stanley at senco@hadleywood.enfield.sch.uk

This Special Educational Needs and Disabilities Information Report will be updated throughout the school year, as relevant, and will be reviewed in October 2026.