Eversley Primary School

SEND Information Report

How we support children with special educational needs and/or disabilities (SEND) at Eversley Primary School

Aims

Our SEND information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing support for pupils with SEND

Legislation and guidance

Our SEND information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014

Our vision and how we hope to achieve it

Aim High and Be Kind

At Eversley Primary School we believe children learn best when they are happy and have a love of learning. Our values-based curriculum provides them with the tools they need to be effective learners and prepares them for life, whilst supporting them to have the self-belief and determination to be the best they can be.

We are committed to providing a high quality education for all children, including those with special educational needs. We welcome children and parents/carers of children with special educational needs and are an inclusive school that seeks to raise achievement and remove barriers to learning so that our children can achieve their full potential. We recognise that each child is a unique individual and we aim to provide support in a sensitive and caring manner.

Eversley Primary School is an inclusive school and are fully committed to meeting the needs of those pupils with SEN and/or Disabilities so far as is reasonably practicable and compatible with the provision of the efficient education of other pupils. In meeting these responsibilities, Eversley Primary School has due regard to the SEND Code of Practice 2014.

By working in partnership across Connect Education Trust, through innovation, creativity and challenge, our children will become successful, motivated citizens who are equipped to face the challenges of the future.

What type of school is Eversley?

Eversley Primary School is a mainstream primary school. We are a three form entry school from Reception to Year 6.

What age children does the school admit?

Starting from Foundation Stage (Reception) where the children begin at the age of 4 and become 5 in that academic year, pupils move through the school each year and leave at the end of Year 6 (age 11).

What is Eversley's current Ofsted rating?

Eversley Primary School's last Ofsted Inspection took place in July 2025 and the school was graded Outstanding in all areas.

Eversley Ofsted report July 2025

How does Eversley ensure that children who need extra help are identified early?

Prior to starting at Eversley, children and parents/carers/carers are invited to three pre-school sessions in July when parents/carers/carers and children meet the teachers and teaching assistants and have an opportunity to familiarise themselves in their new school environment. Children are also invited to visit with their parents/carers/carers in September to familiarise themselves with the classroom and staff. SEND pupils identified with a high level of need prior to starting school may receive a pre-school visit from the Assistant Headteacher for Inclusion. The school liaises with pre-schools/nurseries to hold a transition meeting for any SEND children joining the school. All children are visited at home by their class teachers and teaching assistant in September. The school has close links with all local pre-schools and nurseries and will endeavour to make links with pre-schools further from the school if necessary.

Starting from the home visits by the Early Years Foundation Stage (Reception) staff, the identification process begins. We aim to identify children with a special educational need or disability as early as possible. Children entering our reception classes are assessed by their class teachers through baseline assessment.

Consistent and continuous measurable assessment takes place across the school from which we track and identify children who are not making expected progress or for whom we have a concern. Termly Pupil Progress meetings are held with teachers and members of the Senior Leadership Team to review the progress of all children; any children who are underachieving are identified and ways of getting them back on track are discussed. The school will carry out further investigations, which may involve observations or specific assessments. Following discussion and agreement with parents/carers, interventions/support programmes are then implemented and monitored to ensure that the child meets the targets to address any area of difficulty.

At Eversley, we have developed a whole school approach to SEND. This involves working closely with parents/carers/carers. Sometimes, the first signs of difficulty are picked up through conversations at home so parents/carers/carers are always welcome to raise concerns about their child with their child's class teacher or the Assistant Headteacher for Inclusion at any time. This does not only apply to Reception parents/carers/carers, but parents/carers/carers of children in any year.

Information leading to the identification of children's SEND may come from a number of sources. These include:

- **Pre-school** - liaison with pre-schools or nurseries, pre-school support from external agencies, information provided by parents/carers/carers and pre-school transition meetings
- **In school** - staff observations, Foundation Stage Profile, assessments, reports from external agencies, reports from previous schools, standardised screening and assessment tools

Staff and parents/carers/carers can raise concerns about a child with the Assistant Headteacher for Inclusion, Mrs Shirley Gonzalez, at any time. Based on the school's observations, tracking of assessment data, progress after interventions and a discussion between the class teacher and Assistant Headteacher for Inclusion, it will be decided what type of support will be required. This may include:

- Quality first teaching strategies and resources for support in class
- Scaffolded and adapted curriculum support strategies for SEND in class
- Access to additional interventions for SEND
- A referral to external agencies for further support

Parents/carers/carers are consulted and will be informed of the provision in place as well as ways in which they can support at home.

What kinds of special educational need does Eversley make provision for?

As an inclusive school, we endeavour to make provision for children with a range of SEND. We have experience of making provision for pupils with medical needs, autism, specific learning difficulties (such as dyslexia), moderate learning difficulties,

speech and language needs, sensory impairments (visual and hearing) and motor skill difficulties.

How can a parent raise any concerns they have about their child?

If a parent is concerned about their child's abilities, they should speak to their child's class teacher in the first instance as they are responsible for the progress and development of the children in their class. Class teachers are available at the end of each day to discuss concerns. A meeting with the Assistant Headteacher for Inclusion can be arranged via the class teacher at any time.

A parent can contact the Assistant Headteacher for Inclusion by telephone or by e-mailing the school office (see contact details on the school website).

A parent can contact the school through a family friend or professional translator if they feel more comfortable using a language other than English.

If you are a parent of a child that is still at pre-school/nursery, talk to the staff there who can help you look at any issues and make links with Eversley to help prepare for their Reception year. Prospective parents/carers should contact the school via email or telephone to make an appointment with the Assistant Headteacher for Inclusion to discuss their child's needs.

For further information about SEND at Eversley Primary School, contact Mrs Shirley Gonzalez (Assistant Headteacher for Inclusion) via the school office.

What are the different staff roles?

The Assistant Headteacher for Inclusion, Mrs Shirley Gonzalez, offers support and oversees the SEND provision throughout the school. Teaching Assistants (TAs) support the class teacher across the year groups. Learning Support Assistants (LSAs) support pupils with SEND on an individual and/or small group basis in the classroom. We have two members of staff, Debbie Brosi and Seniz Karabulut (Nurture Group Leads) who provide pastoral support to children with attachment/learning needs in our Sunshine Class (nurture group) and also run some interventions.

What does Eversley do to help children with SEND?

- Eversley Primary School has an ethos which promotes inclusion. There are children with SEND in every class, therefore all teachers are teachers of children with SEND and all staff play a vital role in ensuring the full integration of pupils with SEND. High quality teaching for individual pupils is the first step in responding to pupils who have or may have SEND. The school ensures access to a broad and balanced curriculum in the following ways:

- Staff have awareness of teaching and learning styles
- Staff use a variety of teaching strategies
- Staff are aware that additional intervention support cannot compensate for a lack of good quality teaching
- Staff make use of technology to support pupils and provide additional scaffolds/resources as appropriate
- Flexible employment of support staff e.g. individual support, group support, in class support and interventions
- The classroom environment e.g. colourful busy wall displays are kept to a minimum, the use of visual timetables in all classes, dyslexic friendly fonts and coloured overlays where necessary
- The school takes all reasonable steps to modify/adapt the learning environment (including educational visits) to meet the individual needs of the children.

Teachers plan lessons according to the specific needs of the children in their class and ensure that tasks are adjusted to best facilitate learning; this may be through scaffolding (where additional resources are provided to support a child to access the learning and complete a given task), small group work or through individual support. Teachers use different grouping methods and activities carefully matched to pupils' abilities and marking supports the next steps in learning. Learning opportunities are planned to support the needs of the class, including those pupils with SEND and those pupils who are more able. Lesson plans are adjusted to enable curriculum access and independence through assessment for learning. Some pupils are supported by teaching assistants and learning support assistants, either within or outside the classroom. We encourage all pupils to work independently through the use of resources suited to their different learning needs. Where a pupil has significantly greater needs, a personalised approach is used which entails greater scaffolding and where required, additional support from external agencies. The Assistant Headteacher for Inclusion will work closely with class teachers to support this.

What additional support is available for pupils with SEND?

The school provides various interventions/support to meet the individual needs of children. These are outlined in our Provision Map which provides a clear picture of the support and interventions that the school provides. Those children who require higher levels of support have additional access to support staff and may have an individual support plan (ISP).

The impact of these intervention programmes is monitored through assessments that are relevant to the intervention programme. Where intervention programmes take place, assessments are always made before and after, in order to measure the impact.

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

Eversley Primary School is a Values school and the children are taught about values throughout the school day. The school's values help the children with their behaviour and their relationships within school and at home.

Every year group has teaching assistants who are first aid trained. The teaching assistants are also available to provide pastoral support to pupils. There is a welfare assistant available in the infant building. The welfare assistants manage the administration of medicines and may support with personal care if required.

A Care Plan is written for pupils where medical needs are significant. This is shared on a need-to-know basis. Dietary needs are also taken into consideration. Support is in place for developing social skills at playtimes (e.g. buddies/ sports/ lunch time clubs) and other school clubs to choose from.

For pupils with social, emotional and mental health (SEMH) needs and presenting with emotional dysregulation, with parental permission, we may refer these pupils to SWERRL (Strengthening Wellbeing, Emotional health, Relationships and Readiness for Learning) – formerly Behaviour Support Service and/or the Child and Adolescent Mental Health Service (CAMHS), if required. Advice from external agencies is followed closely in order to best support the pupil. Pupils who are at risk of exclusion have a pastoral support plan which is drawn up in a multi-agency meeting and regular 'team around the family' reviews are held.

The school has an Attendance Officer who monitors pupils' attendance and raises concerns with the Senior Leadership Team about persistent absences and/or punctuality. These are followed up by a letter to parents/carers and close monitoring for improvement. The school has access to the Education Welfare Officer for concerns about attendance.

Children are encouraged to contribute their views. This can be done through the Eversley Parliament representative in each class.

Every classroom has a 'worry box' and children can write down and post their worries. This box is checked by the class teacher and/or teaching assistant and any worries that the children have are followed-up with the child and/or parent depending on the nature of the issue.

What specialist external services does Eversley access when extra support is needed?

The school has access to the following services from the Local Authority:

- Educational Psychology Service
- NHS Speech and Language Service
- SWERRL (formerly Behaviour Support Service)
- Child Development Team (CDT) – for pupils up to age 6
- Child and Adolescent Mental Health Service (CAMHS)
- Education Welfare Officer (EWO) for attendance and punctuality concerns
- Social Services
- School Nurse
- Early Years Social Inclusion (EYSI)
- Occupational Therapy Service (OT)
- Physiotherapy Service
- Local Authority SEN Services
- Enfield Advisory Service for Autism (EASA) outreach service
- West Lea outreach service
- Waverley outreach service
- Oaktree School outreach service
- Joseph Clarke service for Visually Impaired pupils
- Specialist Advisory Teacher of the Deaf for Hearing Impaired pupils

Please note that for your child to be seen by one of these services, a referral must be made. The decision to make a referral to an external agency is made by the Assistant Headteacher for Inclusion, in consultation with parents/carers and key members of staff.

What training have the staff supporting children with SEND had?

Staff receive appropriate training to enable them to meet a range of SEND in their classrooms. Staff can request training that is relevant to the needs of pupils in their class at any time.

In-Service Training (INSET) for teaching staff is delivered every week during staff meetings, as well as five days of INSET planned throughout the year. As the School Improvement Plan is rolled out, policies are reviewed and new training is delivered for continued professional development, including matters for inclusion. Teachers and support staff are given opportunities and access to training provided by the Local Authority (LA), in line with the School Improvement Plan.

Training has been provided in the following areas:

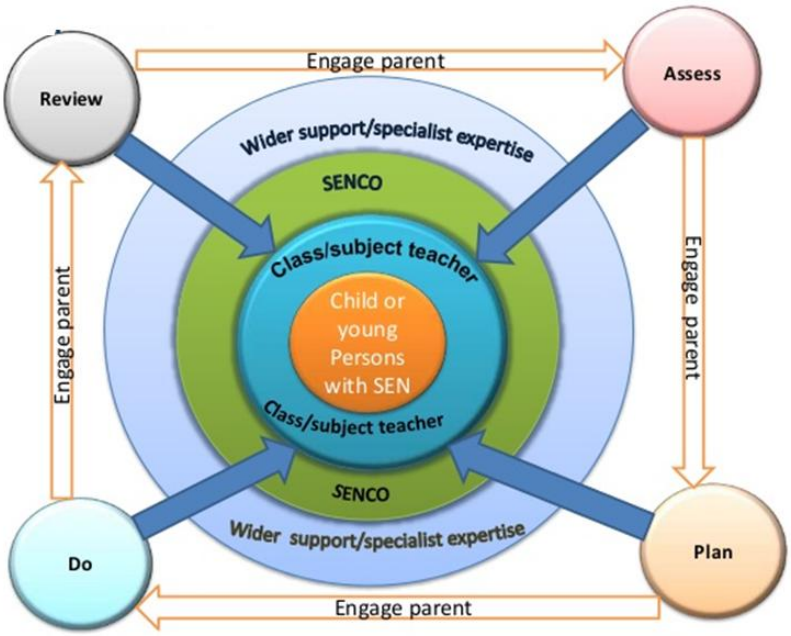
- Autism and strategies to support in the classroom
- Developmental Language Disorder and strategies to support in the classroom
- Approach Training (physical intervention)
- Positive behaviour management strategies

- Practical strategies for learners with learning difficulties in Maths
- Attachment needs/trauma informed practice
- Colourful Semantics and how it is used in the classroom to support pupils with speech and language difficulties
- Identifying speech and language difficulties in the classroom and how to support pupils with these difficulties
- Supporting pupils with SEND in the classroom

We work with various agencies to provide additional, specialist support for pupils with SEND. External agencies give advice and support as well as training when necessary to class teachers and support staff.

How do the staff at Eversley know how effective its arrangements for children with SEND are?

At Eversley, we follow a cycle of **Assess → Plan → Do → Review** when supporting children with SEND or if we suspect a child may need extra support. This means that we carefully arrange provisions to support a child's progress and frequently review these. This is a collaboration between the child, parents/carers/carers, the school and any specialist external support that may be needed.



Progress is measured by how much the child has improved from their starting point and also by comparison with age-related expectations. *Insight*, the school's data-tracking system used by teachers, allows them to monitor pupil performance. It is important for staff and parents/carers to recognise the progress the children make from their personal starting points and previous year markers.

Children with SEND will have an individual support plan (ISP) which will be discussed with parents/carers and reviewed termly. This plan will consist of specific targets within English (reading and writing) and maths. There may also be targets related to developing social skills or attitude to learning. The ISP will include the provision needed to support the child in achieving their targets. These targets and a child's progress are discussed termly and reviewed from one term to the next. When a child's ISP is reviewed, comments are made against each target to show what progress has been made. If the child has not met the target, the reasons for this will be discussed

and the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

If a child is not making progress despite interventions and additional support, then external support will be sought. This will always be discussed with parents/carers.

What arrangements are there for consulting and involving parents/carers of children with SEND?

Parents/carers are actively encouraged to be partners in their child's education, working with the class teacher to solve any problems and to plan targeted support and teaching strategies. This will take place through informal discussions, telephone conversations, home/school book, individual support plan (ISP) meetings*, annual review meetings (for pupils with an EHCP) and parent consultation meetings.

* If your child is on the SEND register, you will be invited to an ISP review meeting with your child's class teacher once a term.

Parents/carers have a consultation meeting with their child's class teacher twice a year (autumn and spring term). At these meetings, the child's attainment and progress will be discussed as well as any additional support being put in place for them. In addition, parents/carers can request to meet their child's class teacher and Assistant Headteacher for Inclusion at any time to discuss any concerns.

Meetings are held for parents/carers each year to explain the purpose and delivery of the various interventions, including how parents/carers can support at home. The school holds curriculum workshops for parents/carers to keep them involved and provide ideas about how they can support their child at home.

What is an EHCP?

An education, health and care plan (EHCP) is for children who need extra specialist support.

An EHCP describes the additional specialist support that a child requires in order to meet their needs. The EHCP process will assess and consider a child's education, health and care needs. Before the EHCP is written, professionals will involve parents/carers in assessing their child's needs.

If we think your child should be assessed for an EHCP we will contact you to discuss the process in more detail. For more information on EHCPs, see the link below on the Enfield Local Offer.

About EHCPs

What happens if my child has an EHCP?

Your child will have identified needs and an EHCP in place. We will be constantly reviewing your child's progress as per the aforementioned assess-plan-do-review cycle. They will have support from an LSA (learning support assistant) who works with them and parents/carers are welcome to speak to them before or after school. It is important to note that depending on the needs in a class, an LSA may support more than one child. It is good practice for children with SEND to have opportunities to work independently at times once the class teacher/LSA has explained the task/activity. This then allows LSAs to support other children with needs and prevents a child becoming over-reliant on adult support.

In addition to the ISP review meetings, children with an EHCP will have an Annual Review of their progress and needs. This comes in the form of a specially arranged face to face meeting between parents/carers, staff, other professionals working with your child and where appropriate, your child too. During this meeting, everyone has the chance to express their views about the progress being made in relation to the EHCP outcomes and the provision the child is receiving at school.

What are the arrangements for consulting children with SEND about, and involving them, in their education?

All children, regardless of SEND, are made aware of the next steps in their learning. Children with SEND have additional targets that are shared, discussed and worked on with all members of staff who are providing their additional support. The system puts the views, interests and aspirations of the child (and parents/carers) at the centre of discussions regarding support.

How does the school decide what resources are given to a child with SEND?

At Eversley Primary School, the budget for SEND is largely spent on resources for interventions, motor skills equipment, staff for interventions etc.

The Assistant Headteacher for Inclusion, in consultation with the class teacher, decides what type of support and how much of it is required. These decisions are based on the child's needs, staff resources and providing a balance between withdrawal support and in class learning.

Parents/carers are informed of the interventions their child has access to and additional support that is in place on their child's individual support plan (ISP). The impact of these interventions is monitored through regular assessments and the ISP is reviewed termly.

Parents/carers of children who have an EHCP, will also have an annual review meeting to review the objectives and provision outlined in their EHCP.

What are the arrangements for parents/carers of children with SEND who have a concern about the provision?

Parents/carers who have a concern about the provision for their child are encouraged, initially, to speak to the class teacher. The Assistant Headteacher for Inclusion will provide additional support where needed. If the concern is on-going, an appointment can be made to see the Headteacher or Deputy Headteacher. If the issue cannot be resolved at this level, the parent would be directed to the school's complaints procedure.

How does the school include children in activities and educational visits?

Children with SEND have access to all activities and educational visits. For some children, additional support and/or alternative travel arrangements may be required e.g. an additional member of staff or parent present. An individual risk assessment may be carried out if required. School staff will discuss arrangements with parents/carers of children with SEND for activities and educational visits if alternative arrangements are to be put in place. Access arrangements are made and preparation begins well in advance for some pupils. This might include the use of visual support and social stories, so that there are no surprises on the day. Classes or groups travel with appropriate staff/pupil ratios, including parents/carers/carers where necessary. The Assistant Headteacher for Inclusion may also be consulted for advice on supporting children with SEND to have access to activities or educational visits.

How accessible is the school environment?

The school building is wheelchair accessible, except for the following areas in the KS2 building:

- Ladies toilets in the KS2 building
- Deputy Headteacher's office and Assistant Headteachers' office
- Rooms behind the junior hall stage in the KS2 building

The following modifications are in place for pupils with visual impairments:

- Glass windows on the KS1 outside doors have dots on them
- Steps all have yellow lines to highlight the edges

There is a lift in the KS2 building.

There are disabled toilets in both buildings.

Pupils have access to SEND resources e.g. Move 'n' Sit/wobble cushions, writing slope boards, pencil grips as required, coloured transparent overlays/reading trackers, theraputty, etc.

How are children prepared for joining and leaving Eversley?

Transition is very important for pupils with SEND. Where a pupil with SEND is joining the school, the Assistant Headteacher for Inclusion or Early Years Team Leader will try to visit the pupil in their current setting (nursery/pre-school) and if possible, at home.

Transition visits to the school are encouraged and will be arranged with parents/carers and the school or nursery/pre-school. Some pupils who require visual support or advanced preparation, will be given a transition book with photos of relevant people and of places in the school that they will spend time in. There is a phased system for starting school, usually with the youngest children starting first.

With regards to admissions during the year, the children are given a tour of the school with their parents/carers and an opportunity to meet their new class and class teacher. The Assistant Headteacher for Inclusion will contact the child's previous school to discuss their needs.

At the end of the summer term, teachers are given hand-over time to discuss their new class with the current class teacher. There is a 'meet-the-teacher' session at the end of the summer term when the children spend time with their new class teacher in their new classroom. Children with SEND have additional opportunities to prepare for the transition to their new classroom and meet any new staff (LSAs and TAs) who will be supporting them.

When pupils with SEND leave the school, the Assistant Headteacher for Inclusion will arrange a transition meeting with the new school in order to hand over any relevant information. This meeting may include parents/carers, depending on the needs of the child.

Our pupils with SEND transition to both mainstream and special schools depending on their needs and the wishes of their parents/carers. Occasionally, pupils with SEND leave the school before they reach Year 6; this is usually to go to a school that is more suited to meet their needs. In such cases, the Assistant Headteacher for Inclusion would liaise with the parents/carers and the Local Authority to support with finding the most appropriate onward placement. The arrangements for transition would be the same as for those who leave at the end of primary school.

What are the contact details of support services for parents of pupils with SEND?

- Enfield Local Offer for SEND - The Local Offer provides information about services and support for families in Enfield with children/young people aged 0 – 25 years with special educational needs and/or a disability.
  www.enfield.gov.uk/SEND

- Enfield Parent Partnership Service – free, independent, confidential and impartial advice and support to parents/carers/carers.
  Tel: 0208 373 2700

- Our Voice – a parent led organisation seeking to improve services for children with disabilities in Enfield.
  Tel: 07516 662 315; email; info@ourvoiceenfield.org.uk

- Community Parent Support Service – available to all families living in Enfield. Works with parents/carers of children aged 0-18 years dealing with concerns and issues before they become a problem.
  Tel: 020 8372 1500

Our offer to children with special educational needs and/or disabilities was prepared in co-production with parents/carers.

It was most recently updated in May 2026.