Eversley Primary School
SEND and Inclusion Policy

This policy should be read in conjunction with the following:

- SEND information report
- Enfield's Local Offer
- Equal opportunities policy
- Safeguarding and child protection policy
- Behaviour policy
- Anti-bullying policy
- Medicines in School policy
- Teaching and learning policy
- Complaints Procedures

Rationale

At Eversley Primary School we are committed to providing a high-quality education for all children. We are an inclusive school and seek 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, caring manner.

Definition of Special Educational Needs and Disabilities (SEND)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools (SEND Code of Practice, 2014)

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Special Educational Needs are categorised as follows on the school's SEN Register:

- Communication and interaction needs, including Autism and speech and language difficulties
- Cognition and learning needs, e.g. specific learning difficulties such as dyslexia

- Social, emotional and mental health (SEMH) difficulties including Attention Deficit Hyperactivity Disorder (ADHD)
- Sensory and/or Physical needs, e.g. visual impairment, hearing impairment, co-ordination difficulties such as Developmental Co-ordination Disorder (DCD) formerly known as dyspraxia
- Moderate/severe/profound and multiple learning difficulties.

In addition to the above, the school recognises that pupils with medical conditions are appropriately supported to ensure full access to the curriculum. These pupils will not require SEN Support unless their medical need affects their learning.

Children who speak English as an additional language (EAL) will receive additional support when appropriate but not SEN support unless they have an additional SEND.

These difficulties can include pupils throughout the ability range. A child may have more general difficulties with school work or have a combination of two or more areas of need. Some children may have fallen behind and have learning difficulties if they are not supported by the appropriate resources and environment. At Eversley Primary School, we identify these needs, put appropriate reasonable adjustments and interventions in place and monitor progress closely. This is part of the identification process for children who may have special educational needs. We understand that all needs must be addressed so that children can progress and reach their potential.

Objectives

- To identify children's needs and take early intervention with all staff sharing the responsibility for identifying, assessing and meeting the needs of children with SEND
- To provide children with SEND with access to the same opportunities as all children through appropriate support and reasonable adjustments.
- To ensure access to a broad and balanced curriculum through differentiated planning and reasonable adjustments
- To provide access to appropriate intervention programmes according to the needs of the child
- To monitor the progress of individual children, as they move through the school
- To work in partnership with parents/carers, pupils and outside agencies
- To ensure that resources are identified and coordinated according to the needs of individual children, as outlined in the whole school provision map
- To ensure that all governors and parents/carers are aware of the SEND and Inclusion policy
- To co-produce with parents/carers and pupils (where appropriate) achievable and relevant targets for children on the SEND register

Coordination of SEND provision

The Assistant Headteacher for Inclusion, Mrs Shirley Gonzalez, is responsible for coordinating provision for SEND and all duties outlined in the SEND Code of Practice. She can be contacted on 020 8360 5159 or by emailing the school office.

In addition to the day-to-day management of our SEND policy, her duties include:

- Liaising with, advising and supporting teachers and support staff about children with SEND
- Managing support staff
- Coordinating provision for children with SEND
- Liaising with parents/carers of children with SEND
- Identifying, assessing, monitoring and record keeping for children with SEND
- Liaising with external agencies including the Educational Psychology Service, health and social services, behaviour support service (SWERRL) and voluntary bodies
- Informing the head teacher of all developments
- Organising training for staff, ensuring awareness of new initiatives and developments
- Coordinating and chairing Annual Review meetings for children with Education, Health and Care Plans (EHCPs).
- Supporting staff, parents/carers and children in co-producing individual support plans (ISPs)
- Ensuring continuity of provision for children with SEN by liaising with pre-schools/nurseries and secondary schools
- Working closely with the SEN governor

Admission arrangements

All children start school in the September of the academic year when they turn five.

Prior to starting at Eversley, children and parents/carers are invited to three pre-school sessions in July when parents/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 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.

Initially children attend part-time and gradually this increases to full-time by the end of September. The individual needs of children are always considered and so if children are not ready to attend full time, they continue to attend on a part time basis as necessary. All children must be in full time education by the term after they turn five.

Identification of children with SEND

At Eversley Primary School, we have developed a whole school approach to SEND. This involves identifying individual needs as early as possible and working closely with parents/carers. 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 and pre-school transition meetings

- **In school** - staff observations, levels of attainment, Foundation Stage Profile, reports from external agencies, reports from previous schools, standardised screening and assessment tools

Staff can raise concerns about a child with the Assistant Headteacher for Inclusion at any time. Based on the school's observations, assessment data and following a discussion between the class teacher and Assistant Headteacher for Inclusion, the child may need to be placed on SEN Support.

If a child requires SEN Support, their special educational needs will be classified into one or more of the learning difficulties listed on page 1 of this policy. Parents/carers are always consulted and will be informed of the provision in place. The provision and additional support will be documented in an Individual Support Plan (ISP) and discussed with parents/carers.

Stages on the SEND register

SEN Support - Special educational needs are met within the classroom and through intervention programmes individually or in small groups. Support from external agencies may be sought e.g., SWERRL (formerly Behaviour Support Service), Educational Psychology Service, Speech and Language Service. If the school, in agreement with parents/carers, feel that the child has exceptional needs and is not making sufficient progress despite intervention in place then they may make a request to Local Authority to undertake a statutory needs assessment. Once granted, this assessment may or may not lead to the Local Authority issuing an Education, Health and Care Plan (EHCP).

EHCP - Children who are classed by the Local Authority as having exceptional needs will be issued with an EHCP which outlines all of the child's special educational needs and any special educational provision necessary to meet those needs. The EHCP will have long-term outcomes that the child would be expected to work towards and progress against these objectives will be reviewed annually in an Annual Review meeting.

Provision for children with SEND

Children with SEND will be supported in class by the class teacher and/or support staff. In addition, children may also be supported in additional small group interventions. The SEN Code of Practice 2014 identifies different areas of need that children with SEND may have. The four areas of need are: communication and interaction; cognition and learning; social, emotional and mental health; sensory, physical and other. Our Provision Map shows how for each of these areas of need we can provide support as part of a graduated approach.

Assessment and review of children with SEND

All children who are on the SEND register will have Individual Support Plans (ISPs) in place, which are reviewed termly with parents/carers. Where there are significant social, emotional and mental health needs and a child may be at risk of exclusion, a Pastoral Support Plan (PSP) will be implemented which will be reviewed every six weeks in a multi-agency meeting. Looked After Children will have Personal Education Plans (PEPs) in place. These plans will be produced in a meeting with parents/carers and will include short-term outcomes, provision in place to help meet those outcomes and a review of those outcomes.

All children with SEND are reviewed termly and those who have overcome their barriers to learning and are attaining levels in line with their underlying ability will be discussed with parents/carers and if parents/carers are in agreement, they will no longer receive SEN Support.

Children with an EHCP have a formal annual review which parents/carers and all external agencies are invited to attend. A sufficiently long period of notice for these reviews is given to ensure maximum attendance.

Access to the curriculum and integration of 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.

Specialist provision and facilities

There is a ramp over the steps inside the Infant building and a ramp leading into the Junior building. This represents the only disabled access to the buildings. There is a lift in the Junior building.

The junior building is equipped with a disabled toilet within a shower room; this is located opposite the Sunshine Class (nurture group).

An accessibility plan is reviewed every three years to ensure that an inclusive curriculum is provided and that the school continues to strive to ensure that the physical environment is suitable for all pupils and adults who use the school.

Partnership with parents/carers

At Eversley Primary School, we wish to work closely with parents/carers in a spirit of mutual support, encouragement and consultation. We value the information and knowledge parents/carers can offer us about their child and notify parents/carers from the earliest stages when a concern has been identified.

We encourage active participation of parents/carers by providing guidance on how learning can be supported at home through workshops and story cafes. Class teachers are available at the end of the school day to discuss concerns. The Assistant Headteacher for Inclusion and the Headteacher are also available to deal with concerns and provide advice; however, it may be necessary to make an appointment.

Complaints procedures

Complaints from parents/carers about provision of SEND should, in the first instance, be raised with the class teacher or Assistant Headteacher for Inclusion who will try to assess and resolve the situation. Formal complaints will be dealt with by the Headteacher through the school's complaints procedure.

Arrangements for Staff Training

The Assistant Headteacher for Inclusion attends regular SEND/Inclusion briefings/training to keep up to date with developments in the field of SEND. Staff members are encouraged to attend SEND training where a need is identified for an individual child or for a group of children in their class. Training during staff meetings is provided by the Assistant Headteacher for Inclusion and specialist agencies e.g. Speech and Language Services and the Educational Psychology Service as appropriate.

Links with external agencies

External support services play an important role in helping the school to identify, assess and make provision for children with SEND. External agencies will usually be contacted for a child on the SEND register. The following services are those which are most commonly consulted by the school:

- Educational Psychology Service
- Speech and Language Therapists
- SWERRL (Strengthening Wellbeing, Emotional health, Relationships and Readiness for Learning) – formerly Behaviour Support Service
- Child Development Team (CDT)
- Child and Adolescent Mental Health Service (CAMHS)
- Enfield Advisory Service for Autism (EASA)
- Early Years Social Inclusion (EYSI)
- Occupational Therapy Service (OT)
- Education Welfare Officer (EWO) for attendance and punctuality concerns
- School Nurse
- Outreach Services, e.g. Waverley Outreach

Links with other schools

Transition meetings are held with nurseries/pre-schools for children joining the school who have SEN Support. Transition meetings are also held with secondary schools for children leaving the school who receive SEN Support or have EHCPs. When children transfer to or are admitted from another Primary School, their records are forwarded/requested in order to ensure continuity of provision.

Success criteria

The SEND policy will be reviewed annually to ensure that:

- The ethos of the school is reflected in the provision so that children's individual differences are recognised and valued
- There are effective systems for identifying, assessing and monitoring children with SEND involving all relevant members of staff
- There is close liaison with parents/carers
- All plans drawn up (ISPs, PSPs and PEPs) are shared with parents/carers and children as appropriate
- There is utilisation of outside support services and agencies as appropriate
- There is efficient management of record keeping for children with SEND
- There is raised self-esteem of children with SEND
- There is consistency of support in order to enhance continuity of learning

Policy reviewed: May 2026 **Next review date: May 2027**