



SEND information report for Eversley Primary School, Crest Avenue, Essex – July 2026

All Basildon maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

School based information	People	Summary of responsibilities
1. What kinds of SEND are provided for at Eversley Primary School?	We aim to ensure that: • Students with learning difficulties are able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community. • Students with SEND are educated, wherever possible, in an inclusive environment alongside their peers to enable each student to reach his or her full potential. • We match levels of additional support for learning to the wide variety of individual learning difficulties, while enhancing self-esteem. • We identify and assess students with SEND as early and as thoroughly as possible using the revised Code of Practice (2014). • Parents/carers and students are fully involved in the identification and assessment of SEN, and that we strive for close co-operation between all agencies concerned, using a multi-disciplinary approach. • We meet the needs of all students with SEND by offering appropriate and flexible forms of educational provision, by the most efficient use of all available resources. • We maintain up to date knowledge of current SEND good practice and methodology in order to offer support and training in these areas to all staff in the school.	

	There are four types of Special Educational Needs and Disabilities (SEND), decided by the Department for Education: • Communication and interaction • Cognition and learning • Social, mental and emotional health • Sensory or physical If a student has SEND, then their needs will fit into one or more of these categories. A school's provision for SEND is defined as, support which is additional to or different from that which is available to all students.
How have we made this school physically accessible to children with SEND?	The school setting is all on one level. We ensure that equipment used is accessible to all children regardless of their needs. The school has an accessible toilet and ramps in areas of the school where they are needed. We follow the recommendations for adjustments to the physical school environment made by professionals such as Occupational Therapists and Specialist Teachers for Physical and Neurological Impairments (PNI), Visual Impairments (VI) and Hearing Impairments (HI).
2. What are our policies for identifying children and young people with SEND and how do we assess their needs?	At Eversley Primary School, we recognise that students make progress at different rates and not always in a steady linear pattern. Therefore, students are identified as having SEND in a variety of ways, including the following: • Liaison with pre-school / previous school • The student is performing significantly below expected levels/making slow progress • Concerns raised by parent/carer • Concerns raised by teacher • Liaison with external agencies, e.g. diagnosis from a paediatrician Children's progress is monitored at termly pupil data meetings. If a child is found to not be making the expected progress, or is attaining levels significantly below that of their peers, discussions as to why this might be will be had at this meeting. If it is felt necessary, the teacher may produce an Individual Education Plan (IEP) that focuses support on the child's areas of need. This will also be shared/co-produced with the child's parents. An IEP will be reviewed termly and if progress is still a concern, the SENCo may initiate a higher level of graduated response plan, known as One Planning.

	If a student is identified as having SEND then their name will be added to the SEND Support Register, but we recognise that students' needs may change over time and provision must reflect this. The aim of any additional intervention and school support is for the student to be working closer to or at age related expectations. If they reach this threshold they may be removed from the school SEND register and monitored. Children can be added back to the register at a later date if appropriate.
3. How do we consult parents of children with SEND and involve them in their child's education? How will we support your child with identified special needs who is starting at our school? How can I let the school know I am concerned about my child's progress in school? How will the school let me know if they have any concerns about my child's learning in school?	• We will invite you to visit the school with your child to have a look around and speak to staff. • If other professionals are involved, we will meet or contact them to discuss your child's needs, share strategies, and ensure provision is put in place before your child starts. • Depending on your child's needs we may suggest transition visits or adaptations to the settling in period to help your child settle more easily. • If your child is to have a key person involved, we will arrange times when they can meet you and your child to get to know each other. We may ask if we can carry out a home visit to make your child feel at ease about starting at Eversley Primary School. When your child leaves us at the end of Key Stage 2 or at any point in the school year, we arrange transition meetings with the new setting. If you have concerns about your child's progress you should speak to your child's class teacher initially. If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCo or Headteacher. If you are still not happy with the responses you receive, you may wish to speak to the school SEND Governor. When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENCo. Our school also has pupil progress meetings every term between each class teacher and a senior staff member in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected. We use Sonar as a way of recording and measuring progress. • If your child is then identified as not making progress the school will decide whether to monitor this or set up an intervention group and will inform you. • If your child is still not making expected progress the school will discuss with you - Any concerns you / we may have - Any further interventions or referrals to outside professionals to support your child's learning - How we could work together, to support your child at home / school. Your child may be placed on the school SEN register which indicates children that require Additional Intervention and School Support. You may also be invited to attend a One Plan meeting. One Planning is a way of completing the graduated approach (assess, plan, do, review) in a person-centred way.

What support do we have for you as a parent of a child with a SEN / and or disabilities?	We would like you to talk to your child's class teacher (or LSA) regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them, both at home and at school and can share what is working in both places. If you wish to see the class teacher you can book an appointment for a convenient time. • The SENCo (or Head teacher) is available to meet with you to discuss your child's progress or any concerns / worries you may have. • All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, in a report. The SENCo is available to meet with you to discuss any new assessments and ideas, suggested by outside agencies, for your child and will always seek your involvement in matters of concern. • You will have an extra opportunity each term to discuss your child's learning targets and progress with the teacher and / or SENCo • Homework will be adjusted as needed to your child's individual needs • A home / school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child. In addition: If you child is undergoing an EHCP assessment you will also be supported by the Children's Services SEN Team. They will ensure that you fully understand the process. • The SENCo may also signpost you to the Essex Local Offer website, SEND information advice and support service (SENDIASS) or Essex Child and Family Wellbeing Service.
4. What are the arrangements for consulting young people with SEND and how do we involve them in their education?	The views of the children are very important when deciding on their outcomes and targets. The children are able to attend their One Plan progress meetings with their parents/carers and class teacher to help to decide what they want to achieve and how best this can be done. Where children are unable to articulate their views verbally, we use visual tools such as talking mats to help them express their likes and dislikes about specific issues within the school.
5. How do we assess and review the progress of children towards their outcomes? How will we measure the progress of your child in school? And how will I know about this?	Your child's progress is continually monitored by his / her class teacher. • His / her progress is reviewed formally every term and a Band / Pre-key stage standard / EYFS level in reading, writing, numeracy and science, as well as progress in other areas, as appropriate, such as attendance, engagement in learning and behaviour. • If your child is in Year 1 and above, but is not yet at age appropriate expectations, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called Pre-Key Stage Standards. • At the end of key stage 2 (year 6) all children are required to be formally assessed, using Standard Assessment Tests (SATs). This is something the government requires all schools to do and these results are published nationally. • The progress of children with an EHC Plan is formally reviewed at a person-centred planning meeting and Annual Review meetings with all adults involved with the child's education.

	• The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in. • A range of ways may be used to keep you informed, in addition to parents' consultation evenings and end of year written report, which may include: Home / school book, letters / certificates sent home, additional meetings as required, reports, rewards and celebrations.
6. What are our arrangements for supporting children moving between phases of education? How will we support your child when they are leaving this school or moving on to another class?	We recognise that 'moving on' can be difficult for a child with SEN and / or disabilities and take steps to ensure that any transition is as smooth as possible. • If your child is moving to another school: We will contact the new school's SENCo and ensure they know about any special arrangements or support that need to be made for your child. ➤ Where understanding might be difficult your child will visit their new school on several occasions. We make arrangements for staff who have worked with your child to meet new staff. and in some cases, staff from the new school will visit your child in this school. We will make sure that all records about your child are passed on as soon as possible. • When moving classes in school: ➤ Information, including learning targets, will be passed on to the new class teacher in advance. This may include creating a 'One Page Profile' which includes information about themselves for their new teacher. ➤ For children with EHCP and more complex needs, there will be a planning meeting and / or specific preparation or training for the new teacher and / or support staff. ➤ A transition social story, to support your child's understanding of moving on, will be provided when needed. ➤ For those children who might find moving on difficult, additional arrangements will be made to support their understanding of the changes ahead. This might include extra time getting to know their new teacher and classroom before they leave for the summer holidays.
7. What is our approach to teaching children with SEND? How will the teaching be adapted for my child with learning needs?	Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to learn as independently as possible. • Support staff can implement the teachers modified / adapted planning to support the needs of your child where necessary.

(SEN / and or disabilities)	• At any time according to need, a combination of any of the following specific resources and strategies will be used to support your child individually and in groups: access plan including accessible toilets, personal care plan, equality plan, a behaviour support plan including, behaviour charts / rewards, visual timetables, left-handed scissors, writing slope, Occupational Therapy resources, 5 minute boxes, a wide range of reading materials, interactive whiteboards, social stories, coloured overlays and/or books with coloured pages/off white paper, Alphasmart, laptop, Precision Teaching, Colourful Semantics. • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer. We have a skilled part time Learning Mentor who provides wellbeing support to our pupils when needed.		
8. How do we adapt our curriculum and learning environment to suit children with SEND? What are the different types of support available for children with SEN and / or disabilities at Eversley Primary School?	Class teacher input via good / outstanding classroom teaching.	The teacher will have the highest possible expectations for your child and all pupils in their class. • All teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. • Putting in place specific strategies (which may be suggested by the SENCo or staff from outside agencies) to enable your child to access the learning objective.	All children in school receive this.
	Specific small group work / Intervention groups	Your child's teacher regularly checks on all children's progress and will identify when a child has a gap in their understanding / learning and needs some extra support to close the gap between your child and their peers. • They will plan group sessions for your child with targets to help your child to make more progress. • A Learning Support Assistant / teacher will run these small group sessions using the teacher's plans, or a recommended programme. The resources we could access could include: Numicon, Black sheep tools, Motor Control programme, Social story / skills programme, Rapid Phonics, Rapid maths, Rapid reading, Rapid writing, Word Wasp/Hornet Primer, Precision Teaching, Colourful Semantics, 5 Minute box (Maths and Literacy), additional letters and sounds teaching, Phonological Awareness programme, additional reading programmes and additional spelling programmes	Any child who has specific gaps in their understanding of a subject / area of learning. Some of the children accessing intervention groups may be at the stage

		➤ involved in supporting your child's learning ➤ kept informed about the support your child is getting ➤ involved in reviewing how they are doing ➤ part of planning ahead for them • liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc... • Updating the school's SEND records and making sure that there are up to date details of your child's progress and needs. • Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and / or disabilities in the school) to achieve their potential. • Supporting your child's class teacher to write learning targets for your child to achieve. • Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.	
	Learning Support Assistant (LSA) may be allocated to a class to provide extra support to pupils with SEN and or disabilities) Head teacher	A Learning Support Assistant (LSA) may be allocated to a class to provide extra support for children with exceptional special educational needs and / or disabilities. Whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to the staff members named above. Of course, as a school we welcome daily dialogue between parents and LSAs on how a child's day has been and we do actively encourage this continued feedback. Mrs Pepper is responsible for: • The day to day management of all aspects of the school, this includes the support for children with SEN and / or disabilities. She will delegate responsibility to the SENCO and class / subject teachers but is still responsible for ensuring that your child's needs are met. • She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.	

	SEND Governor	Mrs Bryan is responsible for: • Making sure that the school has an up to date Inclusion / SEND Policy • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school • Making sure that the necessary support is made for any child who attends the school who has SEN and / or disabilities. • Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his / her potential in school.	
How are the adults in school helped to work with children with SEND and what training do they have?	The SENCO's job is to support the class teachers in planning for children with SEND. • The school's development plan identifies training needs for staff to improve the teaching and learning of children with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc. • Whole staff training regularly takes place to disseminate knowledge, to share strategies and experience and ensure consistency of the school's approach for children with a SEND. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Outreach service or Specialist Teachers for Hearing Impairment (HI). • Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Head teacher or SENCO.		

How is extra support allocated to children and how do they move between the different levels?	The school budget, received from Essex LA, includes money for supporting children with SEND. • The Headteacher decides on the support required for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school. • The Headteacher and the SENCO discuss all the information they have about SEND in the school, including ➢ the children getting extra support already ➢ the children needing extra support ➢ the children who have been identified as not making as much progress as would be expected and decide what resources / training and support is needed. • All resources / training and support are reviewed regularly and changes made as needed.	
Who are the other people providing services to children with SEND in this school?	Directly funded by the school	Two Key Stage 2 Booster teachers (Part-time) Inclusion Team teacher (Part-time) Learning Mentor (Part time) Well-Being Assistant Trained Midday team and Supervisors
	Paid for centrally by the Local Authority but delivered in school	Educational Psychology Service
	Provided and paid for by the Health Service (NHS Trust) but delivered in school	For children who have medical issues the SENCO/Well-Being Assistant arranges meetings with parents and other medical professionals to complete Health Care Plans For children on medication including children with allergies we produce Health Care Plans Occupational Therapists Physiotherapist Speech and Language Therapy Professional training for school staff to deliver medical interventions

10. How do we evaluate the effectiveness of the provision made for children with SEND?	We evaluate the effectiveness of any provision made through close monitoring of progress. Planning is evaluated by class teachers / LSAs to assess the impact of lessons and / or interventions. Adaptations are made to plans if required. Assessment data is tracked each half term to determine which children are not making required progress and which require intervention. We hold termly class data review meetings between the class teacher / Head teacher / deputy head teacher and SENCO. Termly SEND progress review meetings are held with parents / carers; we work closely with parents to obtain their views and help shape provision for children with SEND.
11. How are children with SEND enabled to engage in activities with children who do not have SEND? How will my child be included in activities outside the classroom?	Within lessons the children get opportunities to work with their peers of varying abilities. In some year groups, children may be grouped according to ability for lessons such as maths and English, but they are encouraged to work in mixed ability groups during activities such as Art, D.T and Science. All children have the opportunity to play together during break times. At Eversley Primary School we have a range of after school clubs. These are available for all children to attend. These include, but are not limited to, activities such as art club, computer club, choir, drama, football and multi-skills. The school setting is all on one level. We ensure that equipment used is accessible to all children regardless of their needs.
12. What support do we provide to improve emotional and social development?	As a school, we have adopted the local authority's approach to Trauma Perceptive Practice (TPP). Staff are undergoing training in areas such as childhood trauma, brain development, attachment and co-regulation to support children who present with social and emotional difficulties in school. We also use Thrive to assess, plan and support the needs of all children. The whole school follows the Zones of Regulation curriculum to enable all pupils to identify their emotions and develop strategies to help themselves move between the four zones, when necessary. If a child requires support to improve their emotional and social development, we will add them to the Learning Mentor's timetable who work with children on such things as friendship groups, smart thinking, dealing with feelings and anger management. All children are encouraged to talk to an adult if they have a problem. Different forms of communication may be set up if we feel a child is not able to express themselves verbally. At any time according to need, a combination of any of the above strategies may be in place. We may arrange a counsellor or Play Therapist to work with them. If a child requires more specific, targeted support, then a Behaviour Support Plan (BSP) or Adult Response Plan (ASP) may be put in place.

	At Eversley we define bullying as an action that is repeated over a period of time. As a school our ethos towards the prevention of bullying is one where we celebrate and value differences and encourage everyone to view themselves as an important part of the school. (For further information please see our Anti-Bullying Policy)		
13. How and when does the school involve other bodies to meet children and support their families?	Specialist groups run by outside agencies This may be from: - Local Authority central services such as Educational Psychology Service, Specialist Teachers for Visual or Hearing Impairment and for Physical and neurological Impairment. - Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, Physiotherapy and/or SET CAMHS	If your child has been identified as needing more specialist input, in addition to good and outstanding classroom teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. - Before referrals are made we will discuss your child's progress with you and together we will plan possible ways forward. - If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better. - The specialist professional will work with your child to understand their needs and make recommendations, which may include: - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better - Support to set targets which will include their specific professional expertise - Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group. - A group or individual work with outside professional - The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place. If we feel that they need a significant amount of support in school to make good progress, we will discuss with all parties involved in making a request for an Education, Health and Care Plan (EHCP) assessment. If this is not the case, the outside agencies will ask the school to continue with the	Children whose learning needs are: - Severe, complex and lifelong - Need for an EHCP assessment.

		support at 'School level' and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. • The EHCP will outline the outcomes and aspirations for your child and support your child with specific strategies. It will also have long and short-term goals for your child. • There may be an additional adult in the classroom to support children with whole class learning, run individual programmes or run small groups that include your child. This support may look different for individual children depending on need. Fulltime 1:1 support from a learning support assistant (LSA) is only provided in exceptional circumstances and would be provided by a small team of people instead of one adult.	
14. What are our arrangements for handling complaints from children with SEND about the provision made at school?	If you are unhappy about the provision made for your child with SEND, the first step is to contact the SENCO who will discuss it with the Class teacher. If the issue is still not resolved it will be discussed with the Head Teacher. The school complaints procedure, involving the Governing Body, will be followed if a resolution has still not been found.		

GLOSSARY OF TERMS

BSP- Behaviour Support Plan

ARP- Adult Response Plan

IEP – Individualised Education Plan

SENCO - Special Educational Needs Coordinator

SEND - Special Educational Needs and / or Disabilities

SEN Code of Practice -The legal document that sets out the requirements for SEN

EHCP - Education & Health Care Plan

SEN - Special Educational Needs

SALT - Speech and Language Therapist

EWMHS – Emotional Wellbeing & Mental Health Service

EP - Educational Psychologist

SENCo - Special Educational Needs Coordinator

ASD - Autistic Spectrum Disorder