



EVERSHOLT LOWER SCHOOL

Information Report and Accessibility Plan

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Eversholt Lower School

SEND Information Report 2026–2027

Introduction

At Eversholt Lower School, we believe that every child is unique and that all children should have the opportunity to feel happy, included, valued and successful.

We are a small, inclusive school and we pride ourselves on knowing our children well. We recognise that children learn in different ways and that some children may need additional support or adjustments to help them access learning and achieve their potential.

We follow the **Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years** and work closely with children, parents and external professionals to identify needs early, provide appropriate support and review the impact of that support.

Our approach is based on high expectations for all children. Having SEND does not mean that a child cannot achieve highly. We aim to remove barriers to learning while ensuring that children remain part of their class and the wider school community wherever possible.

What is SEND?

A child or young person has special educational needs if they have a learning difficulty or disability which requires special educational provision to be made for them.

SEND can affect children in different ways. The four broad areas of need identified in the SEND Code of Practice are:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical Needs**

A child may have needs in one or more of these areas.

Some children may have a disability but not have special educational needs. We consider each child individually and make reasonable adjustments where required to ensure that children with disabilities are not placed at a substantial disadvantage.

Who is responsible for SEND at Eversholt Lower School?

SENDCo

Mrs T Lewis is our Special Educational Needs and Disabilities Co-ordinator (SENDCo).

The SENDCo is responsible for:

- coordinating the school's SEND provision
- maintaining the SEND register
- working with class teachers to identify and assess children's needs
- supporting staff to develop appropriate strategies and provision
- monitoring the progress of children with SEND
- coordinating referrals and working with external professionals
- supporting parents and carers
- ensuring that SEND information is kept up to date
- contributing to staff training and professional development
- working with the Headteacher and governors to develop SEND provision.

Class teachers

Class teachers are responsible for the day-to-day teaching and support of all children in their class, including children with SEND.

They:

- monitor children's progress and identify where additional support may be needed
- provide high-quality, inclusive teaching
- adapt teaching and learning where appropriate
- implement agreed SEND strategies and interventions
- contribute to pupil passports and support plans
- work closely with the SENDCo and other professionals
- communicate regularly with parents about their child's progress and needs.

Headteacher

The Headteacher has overall responsibility for the day-to-day leadership and management of the school, including ensuring that appropriate SEND provision is in place.

The Headteacher works closely with the SENDCo, class teachers, parents and governors to ensure that the school's SEND provision is effective and that resources are used appropriately.

SEND Governor

The SEND Governor has responsibility for monitoring the school's SEND provision and working with the Headteacher and SENDCo to ensure that the needs of children with SEND are being appropriately considered.

How do we identify children who may have SEND?

We recognise that identifying SEND is an ongoing process.

A child may be identified as needing additional support through:

- observations by staff
- assessment and tracking of progress
- discussions with parents or carers
- information from previous settings or schools
- discussions with the child
- concerns raised by the child themselves
- information from external professionals
- changes in behaviour, emotional wellbeing or engagement with learning.

We do not assume that a child has SEND simply because they are making slower progress than other children. We consider the individual child, their starting point, progress, strengths, needs and the barriers that may be affecting their learning.

Where concerns arise, we work with parents and carers to understand the child more fully and agree appropriate next steps.

What happens if my child is identified as having SEND?

We follow a **graduated approach** of: Assess, Plan, Do, Review

Assess

We gather information about the child's strengths, needs, progress and areas of difficulty.

Plan

We identify appropriate strategies, adjustments and support. Where appropriate, a pupil passport or other individual support plan will be developed with input from the child and their parents.

Do

The agreed strategies and support are implemented by staff working with the child.

Review

We review the impact of the support, consider the child's progress and decide what should happen next.

This is an ongoing cycle. Support may be increased, reduced or changed depending on the child's needs and progress.

What support can Eversholt provide for children with SEND?

Our starting point for all children is **Quality First Teaching**.

This means that teachers have high expectations for all children and adapt their teaching to meet the different needs within their class.

This may include:

- adapting the way information is presented
- breaking learning into smaller steps
- using visual support
- providing practical and multisensory learning opportunities
- modelling and scaffolding
- repetition and overlearning
- additional opportunities for practice
- alternative ways for children to record their learning
- targeted questioning
- additional adult support where appropriate
- carefully selected resources and equipment
- movement or sensory breaks where appropriate
- adjustments to the learning environment
- pre-teaching and overlearning of key vocabulary and concepts.

Where Quality First Teaching alone is not sufficient, additional targeted provision may be put in place.

This could include:

- individual or small-group intervention
- targeted reading, writing or mathematics support
- phonics support
- speech and language activities
- social communication support
- emotional regulation support
- support with attention and listening
- specific programmes recommended by external professionals
- additional adult support
- reasonable adjustments to enable a child to access learning.

Provision is reviewed regularly to ensure that it is appropriate and having an impact.

What is a pupil passport?

Where appropriate, children with SEND may have a **pupil passport**.

This is a practical document which helps staff understand:

- the child's strengths
- their areas of difficulty
- what helps them to learn
- strategies that support them
- reasonable adjustments they may need
- their interests and motivators
- how adults can best support them.

Pupil passports are shared with relevant staff and are reviewed regularly with input from the child and their parents.

How do we support children with social, emotional and mental health needs?

We recognise that emotional wellbeing can have a significant impact on a child's ability to learn.

We use a range of approaches to support children, depending on their individual needs.

These may include:

- supportive relationships with trusted adults
- clear and consistent routines
- emotional regulation strategies
- access to appropriate calm or quiet spaces
- visual timetables and preparation for changes
- social stories
- restorative approaches
- positive behaviour strategies
- individualised support plans
- targeted interventions
- advice from external professionals where appropriate.

Our approach to behaviour is underpinned by **Therapeutic Thinking**. Staff are encouraged to consider the reasons behind behaviour and identify strategies that help children to regulate, while maintaining clear and consistent expectations.

We recognise that some children with SEND may require reasonable adaptations to our approach. This does not mean that expectations are removed. Instead, we consider what adjustments are necessary to enable the child to understand expectations and be successful.

How do we support children with communication and interaction needs?

We recognise that some children may need additional support with communication, language, social interaction or understanding.

Depending on individual need, support may include:

- visual timetables
- visual prompts and symbols
- simplified or chunked instructions
- additional processing time
- explicit teaching of vocabulary
- modelling language
- structured opportunities for communication
- social communication activities
- support with turn-taking and interaction
- advice from speech and language professionals
- support from specialist advisory services where appropriate.

How do we support children with cognition and learning needs?

Children learn at different rates and may need different approaches to help them understand and retain new learning.

Teachers may provide:

- carefully scaffolded learning
- additional modelling
- smaller steps
- repetition and overlearning
- practical resources
- targeted intervention
- additional reading or phonics support
- adapted recording methods
- pre-teaching of key vocabulary
- additional opportunities to practise and apply learning.

We use assessment information to identify gaps in learning and monitor whether support is helping children to make progress.

How do we support children with sensory and physical needs?

We consider the individual needs of children with sensory or physical difficulties and make reasonable adjustments where appropriate.

This may include:

- adaptations to the classroom environment
- appropriate seating
- specialist equipment
- adjustments to activities
- visual or auditory support
- movement breaks
- access arrangements
- support with physical activities
- advice from relevant external professionals.

We work with parents and external professionals to ensure that appropriate recommendations are understood and implemented.

How do we support children who have an EHCP?

Some children have an **Education, Health and Care Plan (EHCP)** because their needs require provision beyond what can ordinarily be provided through SEN Support.

Where a child has an EHCP:

- we ensure that the provision identified in the plan is understood by relevant staff
- we monitor progress towards the outcomes identified
- we work with parents and professionals
- we make appropriate provision from the resources available to the school and as set out in the EHCP
- we participate in annual reviews
- we review provision regularly and make adjustments where necessary.

An EHCP does not replace good-quality teaching. Children with EHCPs continue to be part of their class and receive inclusive teaching alongside any additional provision identified in their plan.

How do we work with external professionals?

Where a child's needs require specialist advice, we may work with professionals from outside school.

Depending on the child's needs, this may include services such as:

- Educational Psychology
- Speech and Language Therapy
- SEND Advisory Services
- Autism or specialist advisory services
- Sensory services
- Occupational Therapy or other health professionals
- Behaviour and inclusion services
- Other specialist professionals.

We will discuss referrals with parents and carers and, where parental consent is required, seek this before making a referral.

External advice is used to help us understand a child's needs and identify appropriate strategies and provision.

How do we involve parents and carers?

We believe that parents and carers are an important part of the SEND process.

Parents and carers know their children best and we value their knowledge, views and experience.

We work with parents through:

- informal discussions with class teachers
- meetings with the SENDCo
- pupil passport reviews
- SEND support reviews
- parent meetings
- annual reviews for children with EHCPs
- discussions following external assessments or professional advice
- communication about progress and concerns.

We encourage parents to share information about what works well at home so that, where appropriate, similar approaches can be used in school.

How will I know how my child is progressing?

Your child's progress is monitored regularly by their class teacher.

We use a range of information including:

- classroom assessment
- observations
- books and work produced by the child
- intervention records
- reading and phonics information
- curriculum assessments
- progress data
- information from external professionals where appropriate.

Children with SEND are discussed through our pupil progress and SEND monitoring processes. The Headteacher, SENDCo and class teachers work together to identify children who may require additional support and to review the impact of existing provision.

We focus not only on academic progress but also on progress in areas such as communication, independence, confidence, emotional regulation and social development where these are relevant to the child's individual outcomes.

How are SEND resources allocated?

As a small school, we have to carefully consider how our available resources are used to meet the needs of all pupils.

The Headteacher and SENDCo work together to identify priorities for SEND provision and the deployment of staff and resources.

We consider:

- the individual needs of children
- the provision identified in EHCPs
- advice from external professionals
- progress and outcomes
- the effectiveness of interventions
- the needs of the wider SEND cohort.

Our aim is to ensure that resources are used effectively and that support is focused on provision that makes a positive difference to children.

What SEND training do staff receive?

We are committed to developing staff knowledge and understanding of SEND.

Training is identified through our ongoing professional development programme and in response to the needs of children within school.

This may include training relating to:

- autism
- speech, language and communication
- social, emotional and mental health
- behaviour and emotional regulation
- Therapeutic Thinking
- dyslexia and literacy difficulties
- supporting children with additional learning needs
- sensory needs
- safeguarding children with SEND
- specific needs identified within individual classes.

The SENDCo provides advice and support to staff and works with external professionals where specialist guidance is required.

How do we support children with SEND during lunchtimes, playtimes and wraparound care?

SEND support applies throughout the school day, not just during lessons.

Where children require additional support at playtime or lunchtime, staff use agreed strategies to help children manage social interaction, communication, regulation and behaviour.

Our wraparound provision is available to children with SEND. Where a child requires additional support or adjustments, these are discussed with parents and staff to ensure that appropriate arrangements can be made.

How accessible is Eversholt Lower School?

We are committed to ensuring that children with disabilities and SEND are able to access school life as fully as possible.

We consider accessibility in relation to:

- the physical environment
- teaching and learning
- school activities
- communication
- trips and visits
- clubs and enrichment activities
- wraparound provision.

The school has an accessible toilet and we make reasonable adjustments where necessary to support individual children.

Our Accessibility Plan sets out the school's approach to improving accessibility.

How do we support children with SEND on school trips and enrichment activities?

We believe that children with SEND should have access to the full range of experiences available to their peers wherever reasonably possible.

When planning trips, visits and activities, we consider individual needs in advance and make reasonable adjustments where necessary.

This may include:

- additional adult support
- adaptations to activities
- additional preparation
- visual information or social stories
- consideration of sensory needs
- adjustments to travel or timings
- communication with parents.

Our aim is to enable children with SEND to participate fully rather than unnecessarily exclude them from experiences.

How do we support transition into Eversholt?

We recognise that starting a new school can be particularly challenging for some children with SEND.

Where appropriate, we work with the child's previous setting or school to gather information about their needs and successful strategies.

Transition support may include:

- visits to school
- meetings with parents
- communication with the child's previous setting
- visits from staff
- sharing information and relevant records
- additional transition visits
- photographs or visual information about the school

- social stories
- meetings with external professionals where appropriate.

Where a child is joining us with an EHCP or significant additional needs, the SENDCo will work with the family and professionals involved to ensure that appropriate arrangements are in place.

How do we support transition to middle school?

Transition to middle school is carefully planned, particularly for children who may find change difficult.

We work closely with receiving schools and their SENDCo to share relevant information and ensure that appropriate support is planned.

Where appropriate, transition may include:

- SENDCo-to-SENDCo discussions
- meetings with parents
- transition visits
- additional visits for children who need them
- sharing pupil passports and relevant support information
- social stories
- preparation activities in school
- visits from staff from the receiving school.

We aim to ensure that children understand what is changing and feel confident about their move to their next school.

What should I do if I am concerned about my child's learning or SEND?

Your child's **class teacher should normally be your first point of contact.**

You can speak to them if you have concerns about:

- your child's progress
- their learning
- communication
- friendships or social interaction
- emotional wellbeing
- behaviour
- possible additional needs.

If concerns remain or you would like further advice, you can contact the SENDCo.

The Headteacher is also available to discuss concerns where appropriate.

We encourage parents to speak to us early. Working together at the earliest opportunity can help us identify concerns and put appropriate support in place.

What if I disagree with the support my child is receiving?

We encourage parents to raise concerns directly with the school so that we can discuss them and work together towards a solution.

In the first instance, please speak to:

1. Your child's class teacher
2. The SENDCo
3. The Headteacher

If a concern cannot be resolved through these discussions, parents can follow the school's formal complaints procedure.

Parents can also access independent SEND advice through the Central Bedfordshire SEND Information, Advice and Support Service (SENDIASS).

Where can I find further information and support?

Central Bedfordshire's **SEND Local Offer** provides information about services, support and advice available to children and young people with SEND and their families.

It includes information about education, health and social care services, assessment, EHCPs, specialist services, transport, childcare, activities and sources of independent advice.

Central Bedfordshire SEND Local Offer:

<https://www.centralbedfordshire.gov.uk/children-and-young-people/special-educational-needs-and-disability-local-offer>

Parents can also seek independent advice from SENDIASS.

Our commitment to children with SEND

At Eversholt Lower School, we want every child to feel that they belong.

We recognise that children with SEND may face additional barriers to learning, communication, friendships or participation. Our role is to understand those barriers and work with children, families and professionals to reduce them.

We are committed to:

- high expectations for every child
- inclusive teaching and learning
- early identification of additional needs
- working in partnership with parents
- listening to children's views
- providing appropriate support and reasonable adjustments
- monitoring the impact of SEND provision
- developing staff expertise
- working with external professionals where appropriate
- ensuring children with SEND have access to the wider life of the school
- celebrating the strengths, achievements and individuality of every child.
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At Eversholt, we believe that SEND is not a barrier to belonging, participation or achievement.

Key Contacts

Headteacher: Mrs G Miller

SENDCo: Mrs T Lewis

School telephone: 01525 280298

If you have a concern about your child's SEND needs, please contact the school office to arrange an appointment with the relevant member of staff.

Eversholt Lower School

Accessibility Plan 2026–2027

Introduction

At Eversholt Lower School, we are committed to providing an inclusive environment where all pupils can participate fully in school life and have equal opportunities to learn, achieve and develop.

We recognise that some children may require additional support or reasonable adjustments to access the curriculum, the physical environment or information provided by the school.

This Accessibility Plan sets out the actions we will take to continue improving accessibility for pupils with disabilities and additional needs.

The plan should be read alongside our:

- SEND Information Report
- SEND Policy
- Equality Policy
- Behaviour Policy
- Safeguarding Policy
- School Improvement Plan.

Our approach is based on the principle that reasonable adjustments should be made to ensure that pupils with disabilities are not placed at a substantial disadvantage.

Accessibility Priorities 2026–2027

Area	Action	Staff involved	Outcome	Evaluation / Review
Curriculum access	Continue to ensure that teaching is adapted to meet the individual needs of pupils with SEND and disabilities. Use appropriate scaffolding, visual resources, practical resources, technology and alternative ways of recording learning where required.	Class teachers, TAs, SENDCo	Pupils are able to access learning and participate meaningfully in lessons alongside their peers.	Reviewed through pupil progress meetings, SEND reviews, book looks and lesson monitoring.
Curriculum access	Ensure pupil passports and individual support plans clearly identify strategies and reasonable adjustments that enable individual pupils to access learning.	SENDCo, class teachers, TAs	Staff have a clear understanding of individual needs and use agreed strategies consistently.	Reviewed regularly and updated when needs change.
Curriculum access	Continue to develop staff understanding of SEND and disability through relevant professional development and sharing of effective practice.	SENDCo, Headteacher, all staff	Staff have the knowledge and confidence to support pupils with a range of additional needs.	Reviewed through staff development and SEND monitoring.
Curriculum access	Ensure pupils with SEND and disabilities have appropriate access to educational visits, Forest School, swimming, sporting activities, clubs	Class teachers, TAs, SENDCo, activity leaders	Pupils with SEND are included in the wider life of the school	Reviewed before activities and following individual

	and wider school experiences through reasonable adjustments where required.		wherever reasonably possible.	experiences where appropriate.
Communication and information	Continue to use visual timetables, visual prompts and other accessible communication approaches where these support individual pupils.	Class teachers, TAs, SENDCo	Pupils understand routines, expectations and changes and are able to engage more independently.	Ongoing review through classroom practice and pupil feedback.
Communication and information	Ensure important information for pupils and parents is provided in an accessible way where individual needs require this.	Headteacher, SENDCo, office staff, class teachers	Pupils and families are able to access information relevant to their education and support.	Reviewed when individual needs are identified.
Physical environment	Continue to ensure that classrooms and shared spaces are organised to promote access, independence and participation for all pupils.	Class teachers, TAs, SENDCo, site staff	Pupils can move around and access resources and learning spaces as independently as possible.	Reviewed as part of ongoing classroom and site monitoring.
Physical environment	Maintain existing accessibility features, including ramps and the accessible toilet, and ensure they remain available and fit for purpose.	Headteacher, site staff	Pupils and visitors with physical disabilities can access the school safely.	Ongoing monitoring and maintenance.
Physical environment	Consider individual sensory needs when organising classroom environments, including lighting, noise, seating, movement and access to quieter spaces where appropriate.	Class teachers, TAs, SENDCo	Individual sensory needs are considered and reasonable adjustments are made where required.	Reviewed through pupil passports and SEND reviews.
Physical environment	Ensure appropriate equipment and resources are available to support individual pupils with physical, sensory or learning needs where required.	SENDCo, Headteacher, class teachers	Pupils have access to appropriate resources and equipment to support their participation and independence.	Reviewed according to individual need and available resources.
Independence	Continue to encourage pupils with SEND and disabilities to develop independence in learning, organisation and daily routines through appropriate scaffolding and support.	All staff	Pupils become increasingly confident and independent in accessing school life.	Reviewed through pupil passports, SEND reviews and staff observations.
Staff deployment	Review TA deployment through pupil progress and SEND discussions to ensure available adult support is targeted	Headteacher, SENDCo, class teachers	Available adult support is deployed where it has the greatest impact on	Reviewed termly and adjusted according to pupil need.

	effectively and supports independence rather than creating unnecessary dependence.		pupil access, learning and wellbeing.	
Transition	Provide additional transition support for pupils with SEND where required when joining Eversholt, moving between classes or transferring to middle school.	SENDCo, class teachers, receiving schools	Pupils experience transitions that are carefully planned and responsive to their individual needs.	Reviewed following transition and through discussions with pupils and parents.
Pupil voice	Ensure that the views of pupils with SEND are considered when planning reasonable adjustments and support.	Class teachers, SENDCo, TAs	Pupils have a voice in decisions about the support they receive and how they access school.	Reviewed through pupil discussions and SEND reviews.

Accessibility and the Curriculum

We aim to ensure that pupils with disabilities and SEND are able to participate fully in the curriculum.

Teachers are responsible for adapting teaching and learning to meet the needs of pupils within their class. This may include reasonable adjustments to:

- teaching approaches
- resources
- classroom organisation
- recording methods
- activities
- equipment
- timing
- sensory demands
- assessment arrangements.

We recognise that accessibility is not the same for every child. Adjustments are therefore considered on an individual basis.

Accessibility and the Physical Environment

Eversholt Lower School is committed to maintaining an environment that enables pupils with physical and sensory needs to participate as fully as possible.

The school currently has:

- accessible toilet facilities
- ramps providing access at entrances and exits
- classrooms and shared areas that can be adapted to meet individual needs
- access to appropriate equipment and resources where required.

Where a child has a specific physical or sensory need, we will work with parents and relevant professionals to identify appropriate adjustments.

Accessibility and Information

We recognise that some pupils and families may require information to be presented differently.

Where appropriate, we may use:

- visual information
- simplified or clearly structured information
- photographs
- symbols
- larger or adapted print
- verbal explanations
- additional processing time
- individual communication approaches.

Parents are encouraged to let the school know if they require information in an alternative format.

Monitoring and Review

The Accessibility Plan will be monitored by the Headteacher and SENDCo and reviewed regularly.

The effectiveness of actions will be considered through:

- SEND reviews
- pupil progress meetings
- discussions with pupils and parents
- staff feedback
- classroom observations
- monitoring of teaching and learning
- review of individual support plans and pupil passports
- feedback from external professionals where appropriate.

The plan will be updated where priorities change or new accessibility needs are identified.

Responsibility

Headteacher: Mrs G Miller

SENDCo: Mrs T Lewis

SEND Governor: Mrs J smith

Date of plan: September 2026

Review date: September 2027