


Evergreen Primary School

SEN Information Report 2025-26

This SEN Information Report is a statutory requirement under the *Children and Families Act 2014*. It is updated annually to reflect current and planned provision. It should be read alongside related documents available on our school website, such as the **Equalities Policy** and **Accessibility Plan**.

If you have any questions or require clarification, please contact us:

 01388 459721

 evergreen@durhamlearning.net

What kinds of Special Educational Needs are provided for at Evergreen Primary School?

Evergreen Primary is a maintained day special school for pupils aged **2–11 years** with significant and often complex needs. Provision is made in line with the SEND Code of Practice for:

- **Severe Learning Difficulties (SLD)**
- **Profound and Multiple Learning Difficulties (PMLD)**
- **Autism Spectrum Condition (ASC)** with complex learning profiles
- Associated needs in:
 - Communication and interaction
 - Speech and language
 - Sensory and physical needs
 - Emotional regulation

We provide a **highly personalised and relevant curriculum**, delivered through four pathways:

- Roots for Learning
- Explorers
- Foundations for the National Curriculum
- Next Steps

Frameworks have been carefully developed in response to pupil needs and developmental levels and take into consideration the National Curriculum and other specialist schemes including **Equals**, **SCERTS** and **Quest**. Every child has their own individualised learning framework which incorporates their Education Health Care Plan (EHCP) outcomes.

Admissions are via the **Education, Health, Care Plan process** as determined by the Local Authority.

Identification and Assessment of Pupils

- All pupils at Evergreen have an **Education, Health and Care Plan (EHCP)**.
 - Assessments are completed prior to admission and reviewed regularly.
 - Current planned places: **202**
 - Pupils on roll: **209**
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Provision and Evaluation

- Every child's provision is guided by their EHCP.
- Provision covers a **wide range of SEND**, ensuring inclusion and equality of opportunity. We provide in response to individual needs. Pupils are treated with dignity and respect.
- Our **vision**: *Inspire – Enjoy – Achieve*
- Our **mission**: Deliver innovative, exciting education in a safe, happy, caring environment.
- The school implements the graduated approach of Plan, Do, Review within classes on a day-to-day basis: ongoing assessment informs planning, how teaching is adapted, and progress is monitored and reviewed. Provision is adaptive, responsive and evidence-based.

How we monitor and evaluate SEND provision

- Progress is tracked at regular termly review points. Progress towards achievement of EHCP outcomes is monitored during Personal Learning Meetings. Adjustments are made in response to these reviews and feedback loops back to staff to inform provision within class. Pupil progress and attainment data (meeting reviews, assessment framework, personal learning goals, teaching and learning monitoring) informs internal review of the curriculum.
- Senior leaders oversee reviews of curriculum pathway effectiveness, staff training needs and the impact of therapy or intervention programmes.”

We aim to:

- Provide high-quality, personalised, inclusive education.
- Develop independence, confidence, communication, and curiosity.
- Celebrate diversity and promote respect, resilience, empathy and cooperation.
- Work closely with parents, carers, and other professionals.

- Prepare pupils for the next phase of their education and develop independent living skills which will support them into adulthood.

Classes typically have **6–12 pupils**, with:

- A teacher
- At least one Teaching Assistant
- Health, Care and Education Assistants (HCEAs)

Health professionals (e.g. therapists, nurses, LDCAMHS) work closely with us.

Staff Training

- All staff have role-specific qualifications and receive ongoing CPD.
 - Training covers:
 - Safeguarding
 - Medical needs
 - First aid
 - Team Teach
 - Teaching and learning
 - MIDAS (Minibus training)
 - Peer support, reflective practice, and shared expertise are encouraged.
 - New staff complete a thorough induction programme.
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Equipment and Facilities

- Purpose-built, fully accessible, single-level school.
 - Facilities include:
 - Hydrotherapy pool with hoists
 - Specialist equipment tailored to individual needs
 - Sensory room
 - Softplay room
 - Rebound/Physical development hall
 - Parents are welcome to visit and view facilities before admission.
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Parent/Carer Involvement

Parents are fully included in their child's education through:

- Initial visits and transition meetings
 - Daily home–school communication (books, texts, newsletters)
 - Termly parent/teacher meetings
 - Annual reviews of EHCPs and health care plans
 - Shared learning journeys via Evidence for Learning App, stay and play sessions and “Wow Days”
 - Parent workshops, training, and coffee mornings
 - Parents, Carer, Teacher Association PCTA
 - Opportunities for representation on the Governing Body
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Pupil Voice and Involvement

- Pupils are treated with dignity and respect, and their views are valued and responded to.
 - Curriculum is personalised for access and success.
 - Pupil participation includes:
 - School Council
 - EHCP reviews
 - Annual pupil questionnaires
 - Staff advocate for pupils where needed.
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Complaints

The school’s **Complaints Procedure** is available via the office or website.

Partnership with External Services

Evergreen works in partnership with:

- NHS professionals (nurses, SaLT, OT, physiotherapists, LDCAMHS)
 - SEND Inclusion Service (Local Authority advisory teachers)
 - Social care teams (including disability social workers)
 - Local Authority (transport, SEND services)
 - Voluntary organisations
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Transition and Preparing for Adulthood

- The school helps pupils build independence skills, life skills and social skills in preparation for their transition onto their next phase of learning. As pupils move through the school, we explicitly plan for preparation for adulthood by incorporating independent self-care, communication, social interaction and community participation skills into the curriculum. These are linked to long-term EHCP aspirations and outcomes. Transition planning to secondary school begins during Year 5.
 - The school carefully plans transitions between classes and phases in consultation with parents and carers.
 - Parents/carers have opportunities to meet new staff before moves.
 - Secondary school transition programmes include:
 - Visits from secondary staff (e.g. The Oaks)
 - Supported transition visits with Evergreen staff
 - Transfer of key information
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Durham Local Offer


Further details of Durham's SEND Local Offer can be found here:

 www.countydurhamfamilies.info

Evergreen's SEND Offer is available on our school website and links directly to the Local Offer.

For further information, please contact:

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