

# Beechview Academy



## SEND Information Report July 2025

Update by	Miss A Kalsi
Updated in	September 2025
Review by	September 2026

The information and data in this report relates to the academic year 2024/25

Beechview Academy aims to achieve excellence in all its fields of endeavour by creating an inspired, ambitious, confident and caring community of young people. The school aspires to deliver an exceptional quality of teaching and learning - it promotes high expectations for all, including these pupils with SEND, by working in partnership with parents/carers, working with specialist services and listening to pupils. The staff have flexibility in their practice, while ensuring continuity of learning. The school is committed to the inclusion of children with special needs, but recognises there may be reasons for withdrawal in certain situations.

## **Beechview Academy's Policy**

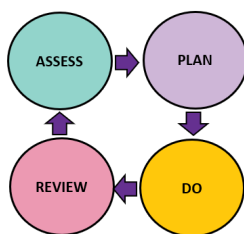
Special Educational Needs and Disabilities of children aged 7-11 which can be met in a **mainstream setting**

There are four main areas of need which included:

- 1.Communication and interaction
- 2.Cognition and learning
- 3.Social, Emotional and Mental Health (SEMH)
- 4.Sensory and/or Physical

### **Identifying Special Educational Needs:**

Beechview Academy follows the guidelines, outlined in the Special Educational Needs Code of Practice (2014) which recommend a graduated approach.



### **Assess**

We believe that early identification of SEND is crucial to the wellbeing of all our children. Before Identifying a child as needing SEND support the class teacher working alongside the SEND team will establish a clear analysis of pupil's needs through the following approach:

- Teacher assessments
- Analysis assessment data and identify children of concerns
- Class teachers to complete record of concern forms allow SEND team to observe the child
- Monitor children through assessments and observations (record of concerns)
- Liaise with parents regarding concerns
- Behaviour support plans
- Carry out referrals to specialist service such as SALT, OT or Specialist Teachers

The first response to an assessment that shows less than expected progress will be Ordinary Available Provision including high quality teaching targets at their areas of weakness. Where progress continues to be less than expected the class teacher alongside the SEND team would assess whether the child SEN

## Plan and Do

A decision will be made to provide a pupil with a SEND support plan. A parent/carer meeting will take place and their views are gained for the SEND support plan. The pupil will be placed on the SEND register. A plan of support will be created (ADPR) and the additional provision they receive will be detailed on a provision map. The additional support or targeted interventions may be embedded in the classroom practice or in small group interventions. The effectiveness of this would be reviewed termly. When a child has an EHCP their targets will be based on their long term outcomes from the EHCP.

## Review

The impact of the SEND support plans and effectiveness of the provision maps will be reviewed termly. The SENCO will work alongside the class teacher to monitor the attainment and progress of the pupils on the SEN register. The monitoring will include, learning walks, monitoring of interventions, pupil progress meetings, pupil voices, parent voices.

The class teacher and SEND team will revise the targets and The review will be shared with parents/carers

The class teacher and SEND team will work together to revise the targets termly.

Where the special educational provision required to meet the child or young person's needs cannot be reasonably provided within the resources normally available to mainstream school a request for a statutory assessment may be made. This may result in a Educational, Health and Care plan (EHCP) being issued by the local authority

If a child has a significant medical need, a detailed individual health care plan (IHCP) will be put in place with support from the school, community nursing team and parents/carers. These plans are discussed with all staff who are involved with the child.

Below illustrates the graduated approach used when supporting pupils at Beechview academy



## **Beechview Academy’s Approach to teaching and learning**

At Beechview Academy pupils are grouped in class by age. There is a wide range of ability in each class. The class teacher uses adaptive teaching and scaffolding to allow all pupils to access learning. They use high quality teaching strategies to ensure that all children are supported in their learning. Any pupils with additional needs are included as fully as possible in the whole class environment. Beechview demonstrates the level of support in the following category, Universal approach (good for all) targeted approach (necessary for some) Specialist approach (essential for a few)

**Below is an example of provision that has been used to support pupils:**

<b>Cognition and Learning</b>		
<b>Universal</b>	<b>Targeted</b>	<b>Specialists</b>
Quality First Teaching 1:1 reading Visual prompts and resources Practical resources <u>Task planners</u> Scaffolding Chunking	Nessy Literacy Intervention RWI phonics Intervention Word aware Maths intervention groups Spot light reader Learning Village intervention	Differentiated curriculum Individual interventions Access to ICT Cognition and Learning STS Specialist teacher service
<b>Communication and Interaction</b>		
<b>Universal</b>	<b>Targeted</b>	<b>Specialist</b>
Quality First Teaching Talk partners Modelling Visual timetables Teachers communicating appropriately to all pupils PACE approach	<u>Now and next boards</u> Visual prompts Pre teaching vocabulary Language link interventions Lego club Social story <u>Social skills games</u>	SALT advise sessions SALT session provided by OWL SALT interventions provided by SEND team Language and ASD specialist teachers
<b>Social, Emotional and Mental Health (SEMH)</b>		
<b>Universal</b>	<b>Targeted</b>	<b>Specialist</b>
Calm corner/boxes in class PACE approach by adults	<u>Sensory Circuits</u> Social skills interventions <u>Bee Amazing intervention</u>	Positive behaviour charts <u>Home/School communication book</u>

<u>Zones of Regulations</u> <u>Movement break</u> Rewards systems: class dojo, celebration assembly, reward time	Volcano in my Tummy Intervention Book of Beasts Intervention Key Adult check-in EBSNA support Access to quiet room/extension	Individual timetable/Reduced timetables External support: MHST, CAHMs, PRU
<b>Sensory and Physical</b>		
<b>Universal</b>	<b>Targetted</b>	<b>Specialist</b>
Daily handwriting Specialist pencil/scissors Fidget toys Fine motor activities	Fine motor intervention Fizzy Pop interventions Wobble cushions Chewy Necklace Sensory breaks Ear Defenders Weighted blankets Resistance bands Writing Slopes Additional movement breaks	Specialist equipments Risk assessments Occupational Therapy advice sessions OT interventions

Pupils will carry out targeted support with key adults. Key adult support must not result in over-reliance for the pupil. They will be encouraged to work as independently as possible.

When possible the interventions and support will be delivered in classrooms so the child does not miss out on learning, When this is not possible the pupil may be sensitively withdrawn from the classroom to work in small groups or individually on targets alongside a LSA, teacher or SEND team.

### **Beechview Academy Facilities**

Reasonable adjustments are made to make sure Beechview academy's environment is as accessible as possible. The school is a multi-story building, built on an incline, appropriate steps with railing support are in place to ensure pupils can access the different levels of the building. Due to gradients of the school location there are still a number of challenges facing those with impaired mobility.

Beechview Academy's Accessibility policy can be found here:

<https://www.beechview.org.uk/attachments/download.asp?file=8&type=pdf>

We understand that while all reasonable adjustments will be made for pupils with Special Educational Needs and Disabilities in line with the Equality Act, it will not be possible to

provide 1:1 support or specialised medical support in wrap-around care service, as this is a paid service and will need to be arranged with them, with the school's support as best as possible. This may mean that some children are not able to attend for their own safety/or safety of others. If you are not sure if this may apply to your child, please contact the Headteacher (Mrs Parry-Woolner).

### **Beechview Academy Staff Training**

The training needs of all staff are identified through:

- Audit of staff strengths and area to be developed
- Challenge partnership reviews
- SEND peer review
- Identification of specific needs for individuals
- Key objectives on the school development plan

Training arrangements are implemented through:

- Whole school in-service training sessions are arranged as appropriate, in response to particular needs within the school.
- SEND team/Teacher/LSA meetings are considered to be part of staff development, as well as a time to share informations
- SEND team and other relevant staff attend LA meetings and INSET as appropriate
- Newly appointed teaching and support staff meet with SENDCO to discuss SEND procedures at Beechview Academy
- Specialist agencies are obtained by Beechview Academy through referrals =. Each agency has its own referral criteria which may include advice clinics.

### **Beechview Academy's Consultations**

Beechview Academy has the following in place for consultations:

- If Parents/Carer are concerned about the progress of their child they should contact the class teacher in the first instance who will liaise with the SEND team as appropriate
- Parent/Carer of pupil on the SEND register will be invited for a meeting to review and update their child's SEND support plan
- Where appropriate the pupil will be involved in the planning and reviewing of support. Pupils will be made aware of the support in place and the related expected outcomes.

### **Beechview Academy's Partnerships**

Beechview academy may draw on specialist agencies to meet the needs of pupils with SEND. The list of the specialist agency are below:

- Educational Psychologist Service
- Speech and Language Therapy Services

- Occupational Therapy Services
- Specialist Teacher Service
- Pupil Referral Unit Outreach/Inreach (PRU)
- Child Adolescent and Mental Health Service (CAMHS)
- Community Paediatrics
- School Nursing Team
- Social Care
- Family Support Services
- Local authority SEND team
- BUCKs SEND IAS service

### **Transfers to Specialist provision (EHCP only)**

Beechview Academy is committed to the inclusion of children with special needs, but recognises there may be reasons for transferring to a specialist provision

Meetings will be held with the class teacher, SENCo and parents to discuss transitioning to a specialist provision. The SENCo will sensitively discuss why the child's needs may be suited for a specialist school with parents and the parents will share their views on the child's education. The SENCo will explain to parents that it is a parental decision on where their child attends school, should the parent agree that a specialist provision is needed the following steps will be taken by Beechview academy:

- Parents will visit a range of school to find the setting best suited to their child's need
- An annual review will be called to discuss the change in placement with external agency and to request a change of named school on the child's EHCP
- The annual review paperwork will be reviewed at a specialist panel who decide whether the change in placement is appropriate
- Once the specialist placement is confirmed, the prospective class teacher will be invited to meet the child at Beechview Academy and conduct an observation
- Beechview academy will support the child with visits to their new school to ensure they feel settled
- SEND records are transferred following local authority procedures

### **Transition from Infant school to Junior school**

Beechview academy is a Junior school with pupils joining in Year 3.

To support the transition from Infant school to Beechview academy the SEND team work closely with the Infant schools SENCO and class teachers and do the following:

- SEND records are transferred following local authority procedures
- SEND team will liaise with Infant school SENCO for hand-over meeting
- SEND team will carry out observations of prospective SEND pupils if appropriate
- Prospective SEND pupils will be invited for an additional transition afternoon
- Parents/Carers will be invited to an induction morning if possible.

## **Transitioning to Secondary Education**

Beechview Academy takes the following steps when pupils with SEND transition to Secondary Education:

- Pupils with a EHCP will select their preference for Secondary school in the annual review in Year 5. During the annual review in Year 6, the SEND team aims to invite the SENCO from their prospective school and arrange transition days.
- SEND records are transferred following the local authority procedures
- There are opportunities for all pupils to visit there prospective secondary school
- Pupils with SEND are given additional visits (if required) to become more confident in the new setting
- Class teachers or SENCO will have hand-over meetings to discuss support for the pupil

## **Beechview Academy Key Contacts**

Please contact the SEND team for compliments, concerns or complaints from parents/carer of pupils with SEND.

The contact details are:

**SENCo:** Miss A Kalsi

**SEND LSA:** Miss Reeve-Parker

**Email:** [sendteam@beechview.org.uk](mailto:sendteam@beechview.org.uk)

**Telephone:** 01494527113

Beechview Academy's complaints policy can be found here:

<https://www.beechview.org.uk/attachments/download.asp?file=32&type=pdf>

Compiled and Completed by Miss A Kalsi (SENCo)