Beech Green Primary School

'Respect Achieve Belong'

SEN Information Report November 2025

From September 2014 schools are required to publish their 'SEN Information Report'. Beech Green's SEN Information Report comes in the form of questions and answers. These have been formulated in consultation with staff, the local authority and parents of children with SEND (Special Educational Needs and Disabilities).

Key staff involved with the management of SEND:

Head Teacher: Mrs Caroline Musty

SENCO: Mrs Lisa Thorne

SEND Governor: Mrs Wendy Ward

Please find below a list of frequently asked questions (FAQs).

1. **What kinds of Special Educational Needs might the children at Beech Green Primary School have?**

Special educational needs and provision can be considered as falling under four broad areas:

Communication and interaction

Cognition and learning

Social, emotional and mental health

Sensory and/or physical

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with an Autism, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with visual impairment

(VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

2. How does Beech Green know/identify that children have special educational needs (SEN)?

At Beech Green Primary School, children are identified as having SEN through a variety of ways, usually a combination, which may include some of the following:

- Liaison with pre-school /previous school
- Child performing below age-expected levels or equivalent
- Concerns raised by parent / carer
- Concerns raised by teacher, for example, behaviour or self-esteem is affecting performance
- Liaison with external agencies e.g. for a physical/sensory issue, Speech and Language
- Health diagnosis through paediatrician
- Use of tools for standardised assessment such as: Sandwell Numeracy Test
- Children with an EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision made by the Local Education Authority.

Teachers and Teaching Partners (TPs) review and assess children and their needs regularly. Should a teacher or TP think there is an issue this will be raised with the school's Special Educational Needs Coordinator (SENCO).

3. **What are the first steps Beech Green will take if SEN are identified?**

If special educational needs are identified the school will arrange a meeting with the child's class teacher and/ or the school's SENCO. Parents will also be given a letter detailing what the different stages of SEN are and what it means to their child. At this point permissions may also be sought to engage outside agencies such as Speech and Language Therapists, Occupational Therapists etc. Information about a child's specific needs is circulated to relevant teachers, TPs and where appropriate the Play Team.

4. **What should parents/carers do if they think their child has SEND? How do they raise concerns?**

In the first instance parents should discuss their concerns with their child's class teacher and/or the SENCO.

5. **How will Beech Green inform parents/ carers about how well their child is doing, and involve them in planning support?**

Parents are invited to parents' meetings where they can discuss their views with their child's class teacher. In addition to this every child who is on the SEN Register will have at least an annual review to which parents will be invited to discuss their child's progress and ways forward for the next academic year. When children are old enough they are invited to these reviews to share their thoughts as well. Children who have an

Education and Health Care Plan (EHCP) will also have a regular annual review and any outside agencies will be invited to share their information about the child and next steps.

Copies of each child's targets will be sent home for parents to identify what their child will be working on and how they can help at home.

Targets are regularly monitored by both class teachers and TPs.

6. How will our school teach and support children with SEND?

Beech Green school is committed to a 'Quality First' teaching approach which means that lessons are scaffolded and personalised to meet the individual needs of the children in the class. Teachers in Beech Green plan specific work/interventions for pupils within their remit and, according to the specific needs of the children, identify different groupings, timetabled support from a TP or access to different tools or materials. Children on the SEN Register will have specific targets and have their needs identified, support planned and steps for progress. Small group and individual sessions are also timetabled (according to the child's specific needs). These may take place in the classroom or in other learning spaces around school.

For some children there is additional involvement of outside professionals whose advice is then targeted at the specific child in order to aid them in their next steps for learning.

7. How does our school plan the support? How are our resources allocated and matched to needs?

Through adjustments to learning within the classroom, with activities, tasks and resources scaffolded or differentiated (set at the right level) to suit individual needs. Small focus group work.

Some children are also allocated 1:1 support where appropriate. Possible use of specific aids where recommended, e.g. laptop to support writing tasks, writing slopes, ear defenders and much more.

Intervention resources are based on an analysis of progress children have made and an impact of previous support. A basic level of funding is allocated to each year group to the provision of SEN, and this can be topped up where additional resourcing is required.

8. How will the effectiveness of our SEND provision be assessed and reviewed?

Progress is assessed by class teachers and teaching partners. Targets are reviewed regularly throughout the year and adjusted/changed accordingly in order to ensure progress. These targets are shared with the SENCO, parents and children. Children are involved appropriately according to their age and levels of understanding.

- MP – reviewed by class teachers with support of TPs and SENCO 3x yearly, with Annual review held in Summer. Parents will be given the opportunity to meet with Class Teacher's to discuss the reviewed plan.
- MP+ - reviews held 3x yearly – SENCO will invite class teachers, TPs and parents to all reviews.
- EHCP – formally reviewed annually – SENCO will invite class teachers, TPs and parents to review (plus any relevant outside agencies.) Children with an EHCP also have a MP+ which is reviewed as outlined above.

9. Who will be working with your child?

The class teacher has a prime responsibility for daily provision for the children with SEND through their planning and assessment.

Where it is deemed appropriate the class teacher may direct a teaching partner to work with groups or individuals. The results of these interventions are given to the class teacher and the next steps are planned.

Should your child have an EHCP, planning meetings are held between adults directly involved with them and the SENCO, with input from external professionals where required. This ensures that all information about your child is shared and understood by all relevant staff that come into contact with them.

The SENCO liaises with class teachers to review progress and impact of these interventions in order to be aspirational regarding the learning outcomes for the child.

10. Which other services do we use to provide and support our pupils?

Our school works with the following services to provide support: Health and Social services, Local Authority support services, educational psychologists, teachers for hearing and visual impairment, paediatricians, speech and language therapists, occupational therapists, behaviour support and advisory teachers such as the Communication and Interaction team, the Cognition and Learning team etc.

11. How do we meet the needs of children with SEND?

The needs of pupils with SEND are met primarily within the classroom through Quality First Teaching. This emphasises high quality, inclusive teaching for all pupils in a class.

For different interventions that we currently use, that are appropriate to specific children, please see the provision map at the end of this report.

All teaching and learning areas within the building are accessible to all children, including those with SEND. This includes wheelchair users. All parts of the curriculum are accessible to all our pupils. Where aspects of the new National Curriculum present a challenge, school will endeavour to modify activities, resources and facilities to ensure full inclusion.

12. What support does the school have in place for children and young people who find it difficult to conform to normal behavioural expectations?

We are an inclusive school and work with a wide range of external agencies in order to identify the right type of individual support for a pupil; we recognise that pupils with SEN may require a high level of intervention in order to sustain normal behaviour expectations e.g. a one to one teaching assistant, visual timetables, adapted curriculum, SEMH support in the form of counselling, play therapy, therapeutic mentoring, additional language and cognitive intervention e.g. Speech and language therapy, Thrive and group support from outside agencies, adapted access to the curriculum and resources to support physical needs

13. What extra pastoral support do we offer to students with SEN and what measures are in place to prevent bullying?

As a Trailblazer school we work closely with Young Minds Matter to access individual pastoral support for all pupils; we have a clear and systematic referral system which ensures all children gain access to individual or group pastoral support through Thrive, therapeutic mentoring, Young Minds Matter. Tic+, Yes Mentoring and bereavement counselling.

14. How does our school help with personal care where this is needed?

Within restrictions of resources available, additional support may be offered to help children who lack basic skills in personal care, e.g. Play Team directed to help child with eating difficulties. Children who need additional support with areas such as toileting will have a Personal/Intimate Care Plan where appropriate.

15. What is the school's policy on day trips and school outings for children with SEN?

Wherever possible all children have access to all school activities. Risk Assessments are undertaken where needed and additional support provided where necessary. If school is unable to meet these needs from their own resources, parental involvement may be requested. The safety of the individual child, and that of others, is of paramount importance when making inclusion decisions of this nature.

16. What access do our SEN pupils have to facilities and extra- curricular activities available to all children?

We aim to ensure that all SEN children have equal access to all aspects of school provision, including the full range of extra – curricular activities.

17. Who will be talking to and keeping in touch with parents/carers of children with SEN?

This could be a range of staff including; Class teacher, TPs, Learning Mentors, SENCO and Headteacher.

18. How does Beech Green measure outcomes and impact of the support provided to the pupil?

Intervention programmes are baselined and assessed at completion to establish impact. Also, regular, ongoing teacher observations and assessments take place and are reported to the SENCO and Headteacher in Pupil Progress meetings.

19. How will our school involve young people with SEN in their education?

Involving the children, and listening to their opinions is a high priority at Beech Green. Children have daily conversations with adults about their learning, what has gone well and how to move on. Children are aware of their targets and their progress towards them. Where appropriate children will have more involvement in their target setting and discuss progress towards them. Targets are also sent home so that parents can help their child with work towards achieving them.

20. How do we welcome children on entry/transfer into our school?

If a child transfers to us from another school we liaise closely with their previous school to establish needs and previous interventions and support. The child will be offered the opportunity to visit the school in advance, either with parents or to spend some time in the receiving class. Parents will have the opportunity to meet with the class teacher at an early stage to develop links and ensure school is fully informed of the child's history and needs. When transferring we forward all the documentation and data,

and will contact the receiving school in advance to share key information. We are prepared to release staff to discuss issues with a member of the receiving school where this is appropriate.

On transfer to secondary school our staff always meet with the year group tutor/ liaison officer or SENCO and discuss all pertinent issues. We invite representatives from Secondary Schools to the summer term review meetings. Visit days are planned throughout the summer term for all children. Additional visits can be arranged for those children and families who may benefit from this.

If we had to manage a transfer to another school following an exclusion County protocol exists and we would fully conform with this.

21. What special arrangements are made for exams?

For SATs we may offer additional support such as; a scribe, additional time or working in a familiar location with a TA. This is all dependent on the child's needs.

22. What role do the governors have?

What does our SEND governor do? Governors have an overview of the SEN Policy and are involved in monitoring provision and resources for SEN children. The SEN Governor is available to meet with parents if required, and will visit the school to liaise with the SENCO and Headteacher.

23. Where can you find our SEN policy?

Our SEN policy can be found on our school website: https://www.beechgreenprimary.co.uk/policies

24. What other policies may be useful?

- Anti – Bullying Policy
- Behaviour Policy
- Disability, Equality Scheme and Accessibility Plan
- Equality of Opportunity Policy
- Medical Conditions Policy
- Safeguarding Policy
- Offer of Early Help
- Personal/Intimate Care Policy

25. What can you do if you're not happy?

In the first instance discuss concerns with the class teacher, however if you feel that they are still unresolved, ask to meet with the SENCO and/or Headteacher.

Concerns can be taken further in the form of a formal complaint if you remain dissatisfied.

See our Complaints Policy for further information (on website).

26. Who can you contact for more information?

Contact the school office on 01452 722363 to arrange a meeting with the Headteacher to view the school. Equally the SENCO would be pleased to provide more information.

Provision Map – Interventions currently used

Wave 1 Interventions **(Inclusive Teaching)**	**Wave 2 Interventions** **(Additional Interventions – time limited)**	**Wave 3 Interventions** **(Highly Personalised Interventions)**
• Differentiated curriculum planning • Appropriate resources – word banks, pencil grips, visual aids etc. • Structured class routines • In class support from Class TP • In class ICT • Social Development – PSHCE, Circle Time	• Additional reading and phonics support • Home/school record • Read Write Inc. (beyond KS1) • Small group work (Literacy and Numeracy) • Reward systems • 1:1 Maths/Literacy • Social Skills • Language for Thinking • Write from the Start	• Outside Agencies (such as ATS/ EP/ SALT/ OT) • Speech and Language Therapy • Fizzy • Precision Teaching • 1:1 support from individual TP • Fast Track Read Write Inc. • Therapeutic Mentor • Social Stories

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