



## **SEND INFORMATION REPORT 2025/2026**

### **Inclusion at Beaupré Community Primary School**

At Beaupré Community Primary School, we have a strong commitment towards an inclusive education for all children, where all children are valued and supported. In our school, we aim to offer excellence and choice to all our children, whatever their academic ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. We promote ownership and use high quality teaching and assessment to meet the needs of each individual child. Teachers plan appropriately differentiated work and styles of learning to meet the needs of all children in their class, which ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.

### **What is SEND?**

SEND stands for **S**pecial **E**ducational **N**eeds and/or **D**isability. A child has a SEN if they have a learning barrier or disability, which calls for reasonable adjustments and provision that is additional to or different from the day-to-day delivery of the National Curriculum.

We will do all we can to ensure that the needs of all pupils are identified and appropriate support provided. Parents will be included in discussions and planning relating to their child(ren) from the early stages. Some children will have significantly greater barriers to learning than the majority of other children their age. This may be temporary or permanent, depending on their specific/individual needs. Some children with special needs or disabilities may need to have reasonable adaptations made to enable them to access the facilities and/or resources within the school.

### **1. What kind of special educational needs provision is accessible for children at Beaupré Community Primary School?**

Beaupré Community Primary School provides a rich, relevant, broad and balanced curriculum for all children. The National Curriculum is our starting point for planning the specific needs of individuals and groups of children. Children might at some time have particular learning needs, which require additional or different provision. Teachers, children and parents take account of these needs, the type and extent of any difficulties experienced by the child and make provision to support individuals or groups of children and thus enable them to participate effectively and safely in all school activities.

The school will ensure that parents/caregivers are involved and accountable in any decision about any Special Educational Needs or Disabilities provision being made for their child. At Beaupré Community Primary School we endeavor to identify the strengths and specialist needs of all children and to the best of our ability, ensuring we make reasonable adjustments to meet any identified needs. The most

effective way to do this is to work in partnership with everyone to consider their views – the child, caregivers, teachers, teaching assistants, and other professional agencies.

A SEND Record and a provision map is maintained highlighting the areas of need identified and the additional support required through Universal, Targeted and Specialist Support.

## **2. How do we identify children who may have an SEN need?**

The **SEND Code of Practice (2015)** states that:

“A child or young person has SEND if they have a learning difficulty which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have significantly greater difficulty in learning than the majority of others the same age.
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.”

Within the **Code of Practice (2015)** four broad areas of need are identified. A child with a special educational need or disability may fall into one or more of the four main areas:

### **Four areas of identified SEN:**

- Speech, Language, Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

Good links with local pre-school settings means that information about special educational needs will usually accompany pupils upon entry to the school and this will be used by the SENCo to make sure appropriate provision is continued. Transition meetings are held with the pre-school and all parents in the summer term, before pupils start in September. If necessary, a transition plan will be drawn up for each pupil with SEN to ensure a smooth transition to Beaupré Community Primary School and that individual needs are met.

When a child is identified as needing additional support, Individual targets and strategies will be created in agreement with parents, children and the class teacher. When parents and teachers consider that advice from external agencies, such as Speech and Language Therapists, Specialist Teachers, Educational Psychologists and Occupational Therapists, need to be sought to help meet a child’s needs then this advice is requested through an Early Help Assessment (EHA) if appropriate. An Educational Health Care Plan (EHCP) may be requested to provide further resources and support to meet the needs of identified children who require additional more specialised support.

### **Engagement Model:**

In accordance with The Engagement Model, which became statutory in September 2021, replacing P Levels 1-4 for assessing the progress of pupils with SEND, who are not yet engaged in subject specific learning. At Beaupre Community Primary School we are following the Engagement Steps as our assessment framework for pupils not yet engaged in subject specific learning.

### **a)What should I do if my child has a disability or special educational needs?**

If you know or think your child may have a disability or special educational need, your first point of contact will be with the class teacher. You can also talk to the Special Educational Needs Coordinator- Mrs Riley (SENCo) and Headteacher- Mrs Munday.

It may also be the case where concerns may be discussed at parents' evening.

### **How will the school respond to my concerns?**

- We will listen to you and take note of your concerns
- We will look into your concerns and gather information
- We will arrange to meet with you to discuss your child's needs in further detail and plan a way forward. This may also involve other professionals - you will need to give your permission for this to happen.

### **B) How will the school decide if my child needs extra support?**

If after gathering information, a potential educational need has been identified, the school will follow a 'Graduated approach' to manage the identified need(s). This is called 'The SEN Support Cycle' and follows a process of 'Assess, Plan, Do, Review'. (see section 3b)

If a member of staff identifies a student whose special educational needs are not met by the normal differentiated programme of study, and is consequently not making expected progress, then the class teacher will work with the child, setting clear targets and providing greater differentiation. If the situation improves then no further action is needed. If there is no or limited improvement the SENCo will be informed. At this point information will be gathered. It will be decided whether it is appropriate to further monitor the student, whether further interventions need to be put in place, or if additional support should be sought from external agencies. Provision Mapping, Individual education Plans (IEPs) or Pen Portraits may be written to record and monitor targets, interventions and strategies.

On-going assessments are completed throughout your child's time at school. These include:

- Baseline assessment carried out in September as children enter our Foundation Stage
- Detailed assessments carried out six times per year in Reading, Writing and Mathematics
- Pupil progress meetings are held after every data capture point (1/2 termly) from which we track and identify children who are not making expected national progress.
- Interventions/support programmes are then implemented and monitored to ensure that the child makes accelerated progress.

Additional information may also be collated through the following means:

- Referrals from outside agencies
- Parents
- Observations
- Liaisons from outside agencies such as Educational Psychologists, the Specialist Teaching Team or Speech and Language Therapists.

Should you believe your child has special educational needs then you should contact the SENCo (details in section 4) who will be able to undertake investigations and appropriate assessments to see if they meet national SEN criteria.

### **3. What provision is made for children with SEN; with and without an EHC Plan.**

#### **a) How is the intervention/support monitored as to its effectiveness?**

Provision and attainment for children with SEN is monitored ½ termly at Pupil Progress Meetings by the Headteacher, Class Teacher and SENCo. Next steps and interventions are discussed at these meetings. Provision maps are maintained to record additional support provided. The SENCo regularly monitors interventions and planning, providing feedback and next steps to staff. Where children receive support and intervention from outside agencies, recommendations and next steps are incorporated into the class planning and interventions.

#### **b) What are the Schools arrangements for assessing and reviewing progress of children with SEN?**

Those children identified as benefiting from intervention/support are monitored against the progress they are making, at pupil progress meetings, through Provision Mapping, IEPs (Individual Education Plans) and Pupil Portraits. These are kept to track ongoing achievements.

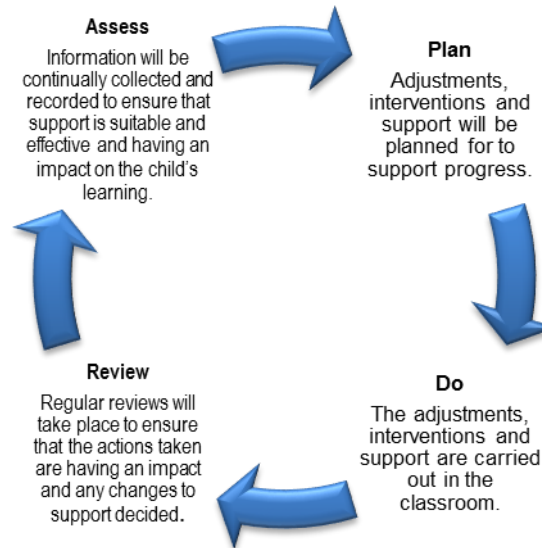
***Assess:*** The class teacher and SENCo will analyse the needs of the children before identifying a child needing SEN support. Concerns will be discussed with parents and parents' concerns carefully listened to and incorporated. The class teacher, along with the SENCo and members from the Senior Leadership Team, will analyse your child's needs and identify the strategies that need to be put in place as part of the schools/Teachers planning.

***Plan:*** Parents, class teacher, SENCo and child will plan the next actions to be carried further, including a plan around the individual's needs, highlighting the specific targets and strategies to support the child. We will discuss the possibility of identifying whether further assessment may be required and/or additional interventions.

***Do:*** The class teacher will be responsible for working with the child on a daily basis and will plan and arrange appropriate intervention programmes and support, with the support from the SENCo. These may be 1-1 or in small groups led by a qualified member of staff. Information on the interventions will be recorded for on-going assessments. Strategies, assessment and/or interventions will be implemented. You will be informed of these as part of your parent's evening consultation or through good parent/teacher communication. Where interventions involve 1:1 or group teaching and take place away from the class, the teacher will retain the responsibility for your child.

***Review:*** The effectiveness of the interventions will be monitored by the SENCo and reviewed at least termly with parents. The effectiveness of support will be regularly reviewed and shared with you and your child.

The cycle of assess, plan, do and review will be on-going around the children's progress and needs. A class provision map for interventions will be completed by the class teacher and will form the whole school provision. Both these will be monitored by the SENCo.



### c) How does the school know my child is progressing?

Every child's progress is tracked from entry into Foundation Stage through to the end of Year 6. Children are assessed each half term and pupil progress meetings are held with the Headteacher, SENCo and class teachers.

The school will discuss your child's targets and progress at scheduled parents' evenings or through timely arranged appointments and end of year reports. Annual Reviews are held for children with Education, Health and Care Plans (EHCP).

### d) What is Beaupré Community Primary Schools approach to teaching children with SEN?

We are a fully inclusive school, which ensures that all pupils achieve to their full potential, this may be through differentiation, small group work or individualised support. Where a special educational need is identified, the teacher will work in collaboration with the SENCo to assess the area(s) of support required as well as highlighting their strengths. This information will be used to identify targets and strategies with your child. Where a child's wider ranging needs have been recorded through the Early Help Assessment (EHA) process, regular Team Around the Family (TAF) meetings will take place.

### e) How does the school adapt the curriculum and learning environment for children with SEN?

The curriculum and teaching sequences are adapted to meet the needs of the individual. The school takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of children.

### Will my child be included in activities outside the classroom including school trips?

Beaupré Community Primary School is an inclusive school where all children are treated equally. Pre-trip planning and risk assessments take account of those pupils with additional needs to provide appropriate levels of support. This ensures all children have safe, fulfilling opportunities alongside their peers.

### f) What additional support is available for children with SEN?

Beaupré Community Primary School provides various interventions/support that meet the individual academic, social, behavioural and speech and language needs of the children. Children who may require higher levels of support have access to appropriately trained support staff both within school and from external agencies. Pupils with EHC Plans are supported in class according to the requirements of the Plan.

<b>Area of SEN</b>	<b>Intervention</b>
Communication and Interaction	<ul style="list-style-type: none"> <li>• Resources provided by a Speech and Language Therapist</li> <li>• Pre-teaching of vocabulary.</li> <li>• In class strategies such as signing/gestures where needed.</li> <li>• Specific Speech and Language program provided by a Speech and Language Team and delivered or supported by a trained member of staff.</li> <li>• Use of visual strategies to support spoken language and communication e.g. visual timetables, prompt cards.</li> <li>• Use of social stories</li> <li>• Advice from Specialist Teaching Team</li> <li>• Visual/picture resource to support</li> </ul>
Cognition and Learning	<ul style="list-style-type: none"> <li>• Differentiated work tasks/expectations linked to child's ability</li> <li>• Differentiated approach to learning such as providing visual prompts, work station, task planner, writing slope, colored overlay, etc</li> <li>• Consideration of teaching strategies to meet the needs of your child's preferred learning style</li> <li>• Additional adult support for group work and individual support</li> <li>• Planned interventions for maths, literacy, writing, spelling etc.</li> <li>• Advice from Specialist Teaching Team</li> <li>• Use of visual strategies and aids.</li> <li>• Pre-teaching of vocabulary</li> <li>• Precision teaching</li> </ul>
Social, Emotional and Mental Health (SEMH)	<ul style="list-style-type: none"> <li>• Whole school reward strategies</li> <li>• Individualised reward strategies</li> <li>• Wellbeing support for individual children</li> <li>• Reduced or individual timetable</li> <li>• Education at a work station</li> <li>• Communication cards for emotions</li> <li>• Educational Psychologist advice</li> <li>• Play Therapy</li> <li>• Home/School communication book</li> <li>• Sensory room/ safe place</li> <li>• Support from Family Worker</li> <li>• Advice from Specialist Teaching Team</li> </ul>
Physical and Sensory	<ul style="list-style-type: none"> <li>• Specialist equipment e.g. 'wobble cushion', writing slope,</li> </ul>

	<p>pencil grips, coloured overlays, sensory toys, activities etc.</p> <ul style="list-style-type: none"> <li>• Sensory breaks and areas</li> <li>• Disabled toilet</li> <li>• Heavy work activities</li> <li>• Fizzy Hands activities from Occupational Therapy</li> <li>• Advice from Occupational Therapy/ Physiotherapy</li> <li>• Sensory toys/activities</li> </ul>
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### **g) What support is available for ensuring the emotional and social development of pupils with SEN?**

In addition to the above, Children access the PSHE (Personal, Social, Health and Emotional) curriculum. Nurture, social groups and individual sessions are available through identification of need. At Beaupré Community Primary School the safeguarding and wellbeing of all children is paramount and the child remains at the center of all discussions, decisions made and actions taken. We offer pastoral, medical and social support to all pupils by:

- Advice from SENCo and Headteacher
- Home-School Communication book.
- Parent 'drop-in' sessions with the Family Worker
- Where a child's wider ranging needs have been recorded through the Early Help Assessment. (EHA) process, regular Team Around the Family (TAF) meetings take place.
- Wheelchair accessibility
- Transition meetings between Beaupré Community Primary School and pre-schools/secondary schools as required.
- Support from the Educational Psychologist and Specialist Teaching Team.
- Children are encouraged to contribute their views via 'pupil voice' and 1-1 sessions. They are also able to contribute their views via the EHA process, IEP's, Pupil Portraits, feedback time for teacher comments and EHC plans reviews.
- A pastoral support teaching assistant.

#### **4. Who is the named SEN contact?**

Mrs Riley, who has completed the National Award for SEN Co-ordination and leads all staff in the overall responsibilities for monitoring SEN provision.

##### Contact:

Mrs Riley  
 Beaupré community Primary School  
 Church Drove  
 Outwell  
 Wisbech  
 Cambs  
 PE14 8RH  
 01945 772439  
[sriley@beaupre.cambs.sch.uk](mailto:sriley@beaupre.cambs.sch.uk)

### Other people with responsibilities

SEND Governor - Mr Norman, who reports to the Governing Body

All staff are responsible for the children they work with and are closely supported and monitored by the SENCo and Headteacher.

## **5. What specific expertise is available to children with SEN?**

### **Staff**

All staff are trained to support children with Special Educational Needs to meet their individual needs and requirements. As part of the Performance Management and Support Staff Appraisal process, specific training needs to develop knowledge and understanding are identified and provided.

Specific training is provided around identified needs of children in the school. Throughout the school there are staff members whom have received specific training around these identified needs. Training needs of staff are reviewed regularly to ensure that we keep our skills and knowledge up to date. All members of staff have attended training to support pupils with autism and Dyslexia. Individual members of staff have received training on managing ADHD and SEMH difficulties as well as Elklan training to help with speech, language and communication difficulties.

Strong communication and sharing of expertise between trained and experienced staff is essential to building a network within the school to meet the needs of individuals and groups of children.

All teachers at Beaupré Community Primary School plan their teaching according to the specific needs of the children in their class. Teachers will ensure that Teaching Assistants (TAs) are deployed effectively to provide individual or group support for those pupils identified as having an additional need while encouraging the skills of independent learning within the classroom setting.

Sometimes interventions take place outside the main classroom. For example, those pupils who have been identified as having an additional need may work with a TA within small groups to develop literacy and numeracy skills. The class teacher retains responsibility for your child's learning.

### **Professionals outside of the school**

The school may also ask other professional agencies to assess your child in order to provide accurate identification of your child's specific needs as well as providing advice to the school and parents in how their child can be best supported, these include:

- Educational Psychologist
- Specialist Teaching Team
- Speech and Language Therapist
- Occupational Therapist
- Paediatrician
- Behaviour Support

The SENCo also meets regularly with the SEN Governor to discuss the SEND Policy, procedures, progress and future plans.

## **6. What specialist equipment and facilities are there for children with SEN?**

Resources are purchased to meet needs of individuals as appropriate, such as wobble boards, writing slopes, motor skills equipment, sensory resources, workstations, use of appropriate ICT, etc. A disabled toilet is available.

### **7. What arrangements are there for consulting and involving parents of children with SEN?**

When considering whether a child may have special educational needs parents will be involved in discussions with the teacher or the SENCo. Parents are actively encouraged to be partners in their child's education through; ongoing daily communication, termly meetings between parents, teacher and pupil to assess and review IEPs and Pupil Portraits, setting new targets. Also contact can be made through telephone, home/school diaries, emails, progress reviews, arranged meetings and yearly written reports.

#### **How can I be involved in supporting my child?**

We actively encourage communication between home and school. It is important that parents attend parents' meetings or review meetings and contribute towards the planning of the next steps for their child. Teachers, support staff and professionals from outside agencies will suggest ways in which you can support your child at home. A parent questionnaire is sent home as an opportunity for parents to share their views about our SEND provision.

### **8. What are the arrangements for consulting children with SEN about, and involving them in, their education?**

All children, regardless of SEN, are aware of their next steps. Children who have additional needs have targets which are set in consultation with parents discussed with pupils and worked upon both at home and with those members of staff who are providing their additional support. We also encourage pupils to share their views through 'pupil voice'.

### **9. What are the arrangements for parents of children with SEN who may wish to complain about the provision?**

Parents who wish to complain are strongly encouraged to initially speak to the SENCo regarding their complaint. If the issue can not be resolved at this level or the complaint is regarding the SENCo the parent should speak to the Head teacher. If the issue is still not resolved parents would be directed to the schools complaints procedure. A link to this can be found on the school website.

### **10. How does the school involve health, social services, LA Support Services, and others in meeting the needs of children with SEN and supporting their families?**

In order to meet the individual needs of a child the school will work with and seek advice from an Educational Psychologist, advisory Specialist Teachers, Speech and Language Therapist or Health Professionals to support the child's academic and social progress. The school will only commission external assessments if the considered special educational need is having a negative impact on the pupil's progress despite school interventions.

### **11. What are the contact details of support services for the parents of children with SEN?**

The school may be able to signpost you in the right direction for support. The school telephone number is 01945 772439 or you can email [office@Beaupre.cambs.sch.uk](mailto:office@Beaupre.cambs.sch.uk)

**For further information, support and advice please refer to the following:**

- Class Teacher
- Special Educational Needs and Disabilities Coordinator (SENCo) – Mrs Riley
- Headteacher – Mrs Munday
- School SEN policy
- Cambridgeshire County Council – [www.cambridgeshire.gov.uk/send](http://www.cambridgeshire.gov.uk/send)
- Norfolk County Council – [www.norfolk.gov.uk/send](http://www.norfolk.gov.uk/send)
- **Cambridgeshire Parent Partnership Service:** Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)  
SENDIASS  
Cambridgeshire County Council  
SH1212  
Shire Hall  
Cambridge  
CB3 0AP  
**Website:** [www.cambridgeshire.gov.uk/pps](http://www.cambridgeshire.gov.uk/pps)  
**Telephone:** 01223 699214  
**Email us:** [pps@cambridgeshire.gov.uk](mailto:pps@cambridgeshire.gov.uk)
- **Norfolk Parent Partnership**  
**Website:** <http://www.norfolkparentpartnership.org.uk/>  
**Email:** [parent.partnership@norfolk.gov.uk](mailto:parent.partnership@norfolk.gov.uk)  
**Tel:** 01603 704070

Family Support Worker: Via school 01945 772439

Pinpoint (Support group): [www.pinpoint-cambs.org.uk](http://www.pinpoint-cambs.org.uk) 01480 499043

## **12. What are the school's arrangements for supporting children with SEN in transferring between phases of education?**

Transition arrangements to our setting from local pre-school settings is well established as the importance of good communication with leaders and parents is greatly valued to assist the child settle into our mainstream setting. Staff from the Early Years Foundation Stage class regularly meet with children and Pre School staff before the September intake. Our SENCo and Child Protection Officer are also involved for enhanced and identified transition needs.

We continue to offer enhanced transition arrangements to Secondary Education. All SEN records are shared with the secondary school of the parents choosing. Our SENCo and Year 6 staff meet with the Year 7 staff and communication is made between both settings SENCo's for successful transition. Parents are encouraged to contact the Secondary School SENCo to discuss concerns and next steps. Additional Transition arrangements are made between the schools on an individual basis.

Where a child transfers to our setting from another, information is transferred and communication with previous setting is made to ensure appropriate support and information is shared.

When children move up the school to new classes, transition meetings are held between both present and new teacher to share information to ensure continued and consistent provision and understanding of children's needs is made.

### **Arrangements include**

- Consultation with parents/carers in how we can best meet the individual needs of the child.

- Consultation with teaching staff, support staff and other lead professionals as to how we can best support the academic, medical and social needs of the child as they move from one setting to the next.
- Opportunities for the child and parent to have supported visit's to the new setting.

### **13. Where is the Local Authorities Local Offer published?**

Cambridgeshire and Norfolk County Council, along with all other local authorities, is required to publish information about services they expect to be available in their area for children and young people from birth to 25 who have special educational needs and/or Disabilities (SEND).

This is known as the 'Local Offer'. The Local Offer outlines all services and support available across health, education, social care and leisure services and will improve choice and transparency for families. For further information about the Cambridgeshire Local Offer please visit:

[www.cambridgeshire.gov.uk/SEND](http://www.cambridgeshire.gov.uk/SEND)

[www.norfolk.gov.uk/SEND](http://www.norfolk.gov.uk/SEND)

It:

- Sets out clearly the criteria for getting support
- Includes information about education, social care and health services provided by voluntary and community groups
- Provides information about services for children with EHC Plans as well as those without a EHCP

### **What does the jargon mean?**

The language surrounding SEND can often be technical and complex. Here is a simple glossary to help you make sense of some of the jargon:

**AAC** – Augmentative and Alternative Communication

**ADD** – Attention Deficit Disorder

**ADHD** – Attention Deficit Hyperactivity Disorder

**ASD** – Autistic Spectrum Disorder

**CAF** – Common Assessment Framework

**CAMHS** – Child and Adolescent Mental Health Service

**CIN** – Children in Need

**EHA** - Early Help Assessment

**EHCP** - Education, Health and Care Plan

**EP** – Educational Psychology

**EWO** – Educational Welfare Officer

**LAC** – Looked After Child

**MLD** – Moderate Learning Difficulties

**OT** – Occupational Therapy

**PDD** – Pervasive Developmental Disorder

**SALT** – Speech and Language Therapy

**SENCo** – Special Educational Needs Coordinator

**SEND** – Special Educational Needs and Disability

**SLD** – Severe Learning Difficulties

**SpLD** – Specific Learning Difficulties

**TA** – Teaching Assistant

**TAF** – Team Around the Family

**Reviewed September 2025 by Mrs Riley (Inclusion Lead/ SENCO)**