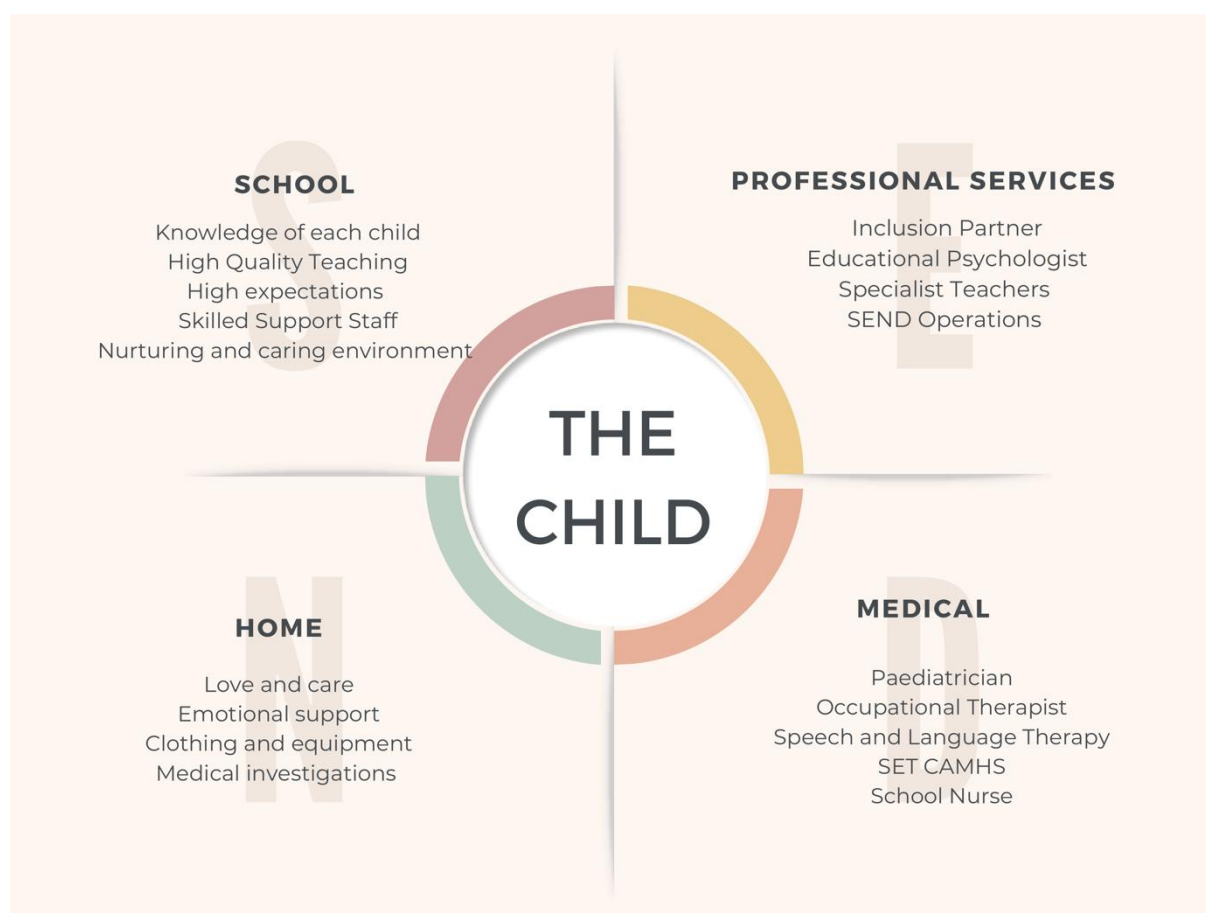




SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT 2026-2027

At Beckers Green Primary School, we are committed to creating an inclusive school community where every child is welcomed, valued and supported to thrive. We have high aspirations for all pupils, including those with Special Educational Needs and Disabilities (SEND), and work collaboratively with families and external professionals to remove barriers to learning, participation and achievement. We strive to ensure that every pupil feels they belong, can actively participate in school life, achieve their potential and is well prepared for their next stage of education and life beyond school.



What is Special Educational Needs or Disabilities (SEND) or Additional Needs?

A pupil has SEND/Additional Needs where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that provided by Ordinarily Available, within the classroom of pupils of the same age.

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

- o Communication and interaction
- o Cognition and learning
- o Social, Emotional and Mental Health (SEMH)
- o Sensory and / or physical needs

Who should I contact if I think that my child has SEND/Additional Needs?



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The first person that you should speak to is your child's class teacher. They will know your child well and will be able to talk through your concerns with you. They will know your child's strengths and difficulties, how they are progressing in school and whether this is in line with their classmates. You will find that if there are any concerns, your child's class teacher will have usually approached you before you approach them!

You can also contact the school's Deputy Headteacher and SENCo, Mrs Emma Carvalho. She oversees the provision for children with SEND/Additional Needs in school and will liaise with your child's class teacher if you have concerns.

How will children with Special Educational Needs be identified by our school and what sorts of assessments will be completed?

Early identification is central to our inclusive approach. We use a range of assessment information, teacher observations, parental views and pupil voice to identify potential barriers to learning as early as possible. A diagnosis is not required for support to be implemented. Where concerns are identified, staff will first consider whether adjustments to teaching, curriculum access and the learning environment are required before additional SEND provision is introduced.

To make sure that each child at Beckers Green Primary School reaches their full potential, teachers are constantly assessing children and planning learning opportunities that meet the needs of all children in the class. The ongoing assessments may include:

Baseline and summative tests

Formative assessments, including marking

Observations

Some screening tools

Progress markers

First of all, we will address any weaknesses through assessment of our use of Ordinarily Available. This will include High Quality Teaching and Targeted Support. For some children, targeting these areas will fill any learning gaps. If a child continues to make less than expected progress, we will speak to parents in the first instance. After discussion with parents on the amount of support required in school, the child **may** be placed on the school SEN register with formalised support. We will then endeavour to meet the child's needs, whether or not they have a formal diagnosis.

At Beckers Green, the progress of children is continuously reviewed – including their position on the school SEN list. Children will no longer stay on the SEN list if sufficient progress is being made, with parents being informed. Likewise, if a child has a diagnosis but their needs are met through Ordinarily Available, it is likely that they will not be placed on the school SEN list.

What arrangements are there for consulting parents of children with SEND/Additional Needs and involving them in their child's education?

At Beckers Green Primary School, we believe that parents and carers are key partners in their child's education. We actively involve families in decision-making, planning support and reviewing progress. Parent views are valued and contribute to the development of outcomes, support plans and provision.



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For children on the school SEN register, this will be:

Formal methods

- One Plan Meetings in the Autumn, Spring and Summer terms.
- Parents' consultation evenings twice yearly, with the option of an additional appointment or support from Mrs Carvalho if required.
- Annual reviews for children with an EHC plan, in conjunction with the Autumn or Summer One Plan review in line with local authority schedules.
- Meeting with advisors from the local authority or educational psychologists if appropriate

Informal methods

- Discussion at the classroom door when needed
- Drop in to Mrs Carvalho/Mrs Dunne/Ms Bell
- Communication books – if required
- Telephone calls to share information
- Home visits for Foundation Stage children

What arrangements are there for consulting young people with Special Educational Needs and involving them in their education?

We actively seek and respond to the views of pupils with SEND. We want children to understand their strengths, recognise their individual needs and contribute to decisions about the support they receive. Pupil voice informs individual support plans, reviews and whole-school SEND development. This information gathering may include:

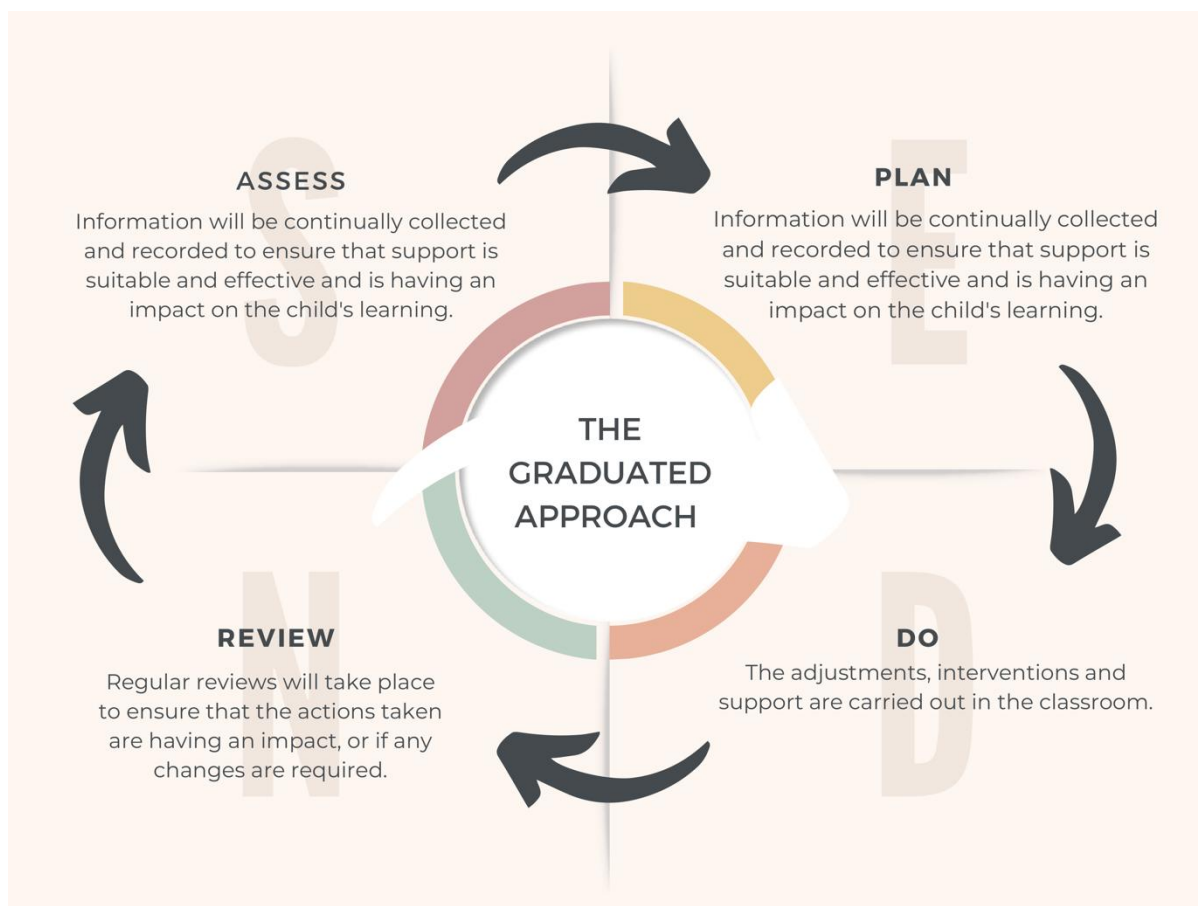
- 'What's working for me now?' which informs the One Plan
- Conversations with teacher/learning support assistant/SENCo/Pastoral Support Manager
- Observations of the child in the learning environment
- Reviews – including parents' evenings, One Plan meetings and annual reviews
- Interactions between the child and specialist teachers, educational psychologists etc.
- Relationship Circles work and rating scales of activities with our Pastoral Support Manager

What arrangements are there for assessing and reviewing children and young people's progress towards outcomes?

As outlined in the SEND Code of Practice, at Beckers Green we follow the 'Graduated Approach' to setting and reviewing the child's targets and support in place. This is often known as 'assess, plan, do, review cycle' which is shown here:



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We regularly evaluate the effectiveness of our SEND provision by considering:

- Progress towards individual outcomes
- Academic achievement
- Attendance and engagement
- Participation in wider school life
- Pupil voice
- Parent feedback
- Staff observations
- Advice from external professionals
-

This enables leaders to identify what is working well, make improvements where necessary and ensure funding and resources are used effectively to secure the best possible outcomes for pupils.

What is the approach to teaching children and young people with SEND/Additional Needs?

Teachers are responsible and accountable for the progress and development of the pupils in their *class*, including where pupils access support from teaching assistants or specialist staff' [Code of Practice; June 2014: 6.36]

Inclusive high-quality teaching is the first step in responding to the needs of pupils with SEND. Teachers are responsible and accountable for the progress and attainment of all pupils in their class.



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Through adaptive teaching, careful curriculum planning and reasonable adjustments, teachers ensure that pupils with SEND can access the same ambitious curriculum as their peers while recognising and responding to individual needs. Teachers may seek support from the SENCo and Pastoral Support Manager to provide the necessary support within class.

Adaptations may include:

- Scaffolded learning experiences
- Explicit instruction and modelling
- Visual supports
- Alternative recording methods
- Assistive technology
- Flexible approaches to assessment
- Additional adult support where appropriate
- Adjustments to the learning environment

All additional interventions/provisions are listed and regularly assessed for impact.

A Graduated Approach is used within school – this involves assessing a child's needs, creating a plan to meet those needs, carrying out the plan and then reviewing the impact. This cycle then begins again.

Advice is often requested from outside agencies, such as an Educational Psychologist, Speech and Language Therapist, Physiotherapist, Occupational Therapist, Specialist Teachers and medical professionals. This is to gain a detailed insight into the child's needs and to assess the support in place.

If necessary to meet a child's needs, in some cases a child may receive 1:1 support from a Learning Support Assistant. However, at Beckers Green, children will still be encouraged to become independent learners and staff receive training to ensure the child does not become dependent on this support.

An Education and Health Care Needs Assessment can be requested by parents or the school if it is felt a child requires an even higher level of support to make progress, especially if the child is seen to have lifelong learning needs. The school will need to collate evidence of current levels of support and interventions and the impact this has had on a child's progress. The school will also include evidence from other professionals involved in supporting the child and family.

The following adaptations can be made to the physical learning environment:

Toilet adapted for wheelchair users

Double doors in some parts of the building, with low thresholds and dropped kerbs

Use of assistive technology where appropriate

What support is available for ensuring the emotional and social development of children with SEND?

We recognise that wellbeing, attendance, behaviour and learning are closely linked. We take a proactive and inclusive approach to supporting pupils' emotional health and wellbeing. Through our



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pastoral support systems, therapeutic approaches and strong relationships, we help pupils develop resilience, self-regulation, confidence and positive mental health.

At Beckers Green Primary School, we employ a full time Pastoral Support Manager – Mrs Wendy Dunne. She works with children who have a variety of social, emotional or mental health (SEMH) needs. Mrs Dunne provides children with space and time to talk and also strategies to use to help with self-regulation. Mrs Dunne also works alongside the SENCo when a Personalised Distress Management Plan is required for high levels of stress behaviours.

We have adopted Zones of Regulation, which is visible throughout the school. Further information is available on the school website. At Beckers Green, all staff have completed Trauma Perceptive Practice training (TPP) and we adopt a therapeutic approach to behaviour. Further information can be found on the school website. Some staff are also PRICE-trained (Protecting Rights in a Caring Environment).

We recognise that good attendance is fundamental to positive outcomes. Attendance for pupils with SEND is monitored carefully and we work with families to identify and remove barriers to regular attendance wherever possible.

What expertise and training do staff supporting children and young people with Special Educational Needs have, including how specialist expertise is secured?

Our school Learning Support Assistants (LSAs) receive training on areas of SEND and interventions, delivered by the SENCo and Pastoral Support Manager in regular meetings. When appropriate, training is also provided by external partners.

Our teaching staff receive SEND training in staff meetings, carried out by the SENCo or external professionals when appropriate. Past training includes updates to the SEN Code of Practice, ASD and ADHD awareness, along with subject-specific training on supporting writing, for example. The school has also gained the Attachment Awareness Award and all staff have been trained in TPP (Trauma Perceptive Practice). Our SENCo/Deputy Headteacher, Headteacher and two teachers have gained the NASENCo Award. Our Engagement Mentor/Assistant SENCo has also completed the NPQSENCo and the SENCo is a facilitator for the NPQ for SENCos through the Saffron Teaching School Hub.

What arrangements are there for supporting children and young people in moving between phases of education?

Throughout their time at Beckers Green, pupils are supported to develop independence, communication skills, confidence, self-advocacy and resilience. These skills form part of our preparation for adulthood approach and help pupils successfully transition to the next stage of education and later life.

As a child progresses from class to class, they will continue to receive the SEND support that they need. Teachers ensure that records are passed on and hold transition meetings. All children have the opportunity to work with their new teachers in their new classrooms during transition week. Parents will also have the opportunity to informally meet teachers at this point if they wish. Phase transition plans will include:

Pre-school to Foundation



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- Pre-school cluster meetings attended
- Home visits carried out by Foundation Stage teachers
- Liaison with pre-school SENCo and key workers if appropriate
- Visits to nursery/pre-school to see children in secure surroundings
- Parents invited to welcome meetings and information given in booklet
- Tours of the school arranged
- Transition visits

Foundation to Key Stage 1/Key Stage 1 to Key Stage 2

- Welcome meetings to inform parents of expectations of new year group and to meet staff
- Last week of school children spend in their new class – transition week
- Key Stage 1 teachers observe Foundation children in Foundation Stage
- Foundation teacher discusses child's needs and achievements with new teacher

Key Stage 2 – Key Stage 3

- Transition programme in place with local high schools
- Extra visits to secondary school if required
- Parents encouraged to visit a range of secondary schools to decide on correct secondary provision for their child's needs
- Year 7 children to visit to share their experiences of high school
- Liaison between primary SENCo and teachers with secondary SENCo and teachers
- Necessary paperwork – including details of interventions and outcomes to be shared as soon as possible with new school

If children have arrived at school from out of county, statement or EHC plan to be rewritten into Essex format.

How does Beckers Green evaluate how effective the support is for children with SEND/Additional Needs?

As part of the graduated approach, the support that children receive is regularly reviewed by the teacher and SENCo to ensure that it is appropriate and matched to secure progress.

How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's Special Educational Needs and supporting their families?

Local authorities are required to set out and publish a 'local offer'. This explains how they will work with parents, local schools and colleges, as well as other services, such as speech and language and the educational psychology service. This will encourage a more joined-up process when delivering services for children with Special Educational Needs & Disabilities (SEND). It will also make the system easier to navigate for families by giving parents more information about the services and expertise available locally and by increasing their choice. You can find the 'local offer' for Essex online www.essexlocaloffer.org.uk.

We ensure that information is shared in line with Data Protection and Information Sharing regulations to support families in accessing necessary support, including Social Care attending subsequent meetings and supporting the family where involved.



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After discussion with parents, we may make referrals as needed to:

- General Practitioner (through parents)
- Paediatrician (through GP)
- SET CAMHS
- Kids Inspire
- The Wilderness Project
- The Affinity Project
- Speech And Language Therapist [SaLT]
- Family solutions/Social Care
- Educational Psychologist [EP]
- Specialist Teacher Team [STT]
- Family Support to include signposting to:
- Home/School Liaison worker
- Families in Focus
- Family Solutions
- APEX parent support group
- ARK
- ADHD Action
- Parent Partnership
- ISEssex – Independent Supporters in Essex
- Various other local support groups

Inclusive practice at Beckers Green

Inclusion is everyone's responsibility. We are committed to ensuring that pupils with SEND are not disadvantaged, excluded or limited in their opportunities. We promote equality, celebrate diversity and work to remove barriers so that every child can access a broad, balanced and ambitious curriculum alongside their peers wherever possible. We actively promote the participation of pupils with SEND in clubs, educational visits, residential experiences, pupil leadership opportunities and wider enrichment activities.

Leaders regularly review school policies, practices and provision to ensure they reflect current SEND legislation, statutory guidance and inclusive principles.

What happens if a parent is not happy with the support their child is receiving?

At Beckers Green Primary School, we aim to work in partnership with parents to ensure a joined-up approach to meeting each child's needs. Any complaints regarding the SEND provision should initially be discussed with the child's class teacher or raised with the SENCo, then the Headteacher. If a satisfactory outcome cannot be agreed, parents should follow the steps outlined in the school's complaints policy, available online.