Beechwood School SEND Information Report 2026–2027

Every student has the right to reach their full potential. Beechwood School acknowledges that each student has a right to a diverse, balanced, timely, and challenging curriculum that is tailored to their unique abilities, talents, and character traits.

We believe that the majority of students' needs will be met in the classroom through Quality First Teaching (QFT), adaptive teaching strategies, and scaffolding, ensuring that students make sufficient progress through high-quality primary instruction. This is in line with the Special Educational Needs and Disability (SEND) Code of Practice (2015).

The Senior Leadership Team (SLT), Director of Studies, and members of the Inclusion Department periodically observe the effectiveness of QFT, adaptive teaching, and scaffolding to ensure that every student has appropriate access to the curriculum. School staff are regularly updated and provided with resources and training on effective techniques to support pupils in core subjects via INSET, training days, and meetings with the Inclusion Department.

In line with the Equality Act 2010, Beechwood School is committed to making reasonable adjustments to ensure that pupils with SEND are not disadvantaged compared to their peers.

Key Contacts

- **SENDCo:** Kamran Samad | **Email:** sendco@beechwood.slough.sch.uk |
- **Phone:** 01753 520473
- **Deputy SENDCo:** Farheen Ashraf
- **Inclusion Team:** Contactable via the school main reception or SENDCo email.

Definition of SEND

As stated in the SEND Code of Practice (2015):

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.”

The Code of Practice identifies four broad areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

Identifying and Assessing Special Educational Needs

Through discussions and meetings with parents and teachers, and from information obtained during primary to secondary transition, children and young people may be recognised as having Special Educational Needs. Additional identification methods include analysis of assessment data, such as literacy, numeracy, and subject-specific tests.

When a need is identified, the SENDCo/Deputy SENDCo and the Inclusion team analyse the child or young person’s needs, create a personalised Individual Education Plan (IEP), and coordinate suitable interventions.

We follow the graduated approach of **Assess, Plan, Do, Review**, ensuring that support is regularly monitored and adapted to meet each pupil's needs.

Consulting Parents and Pupils

Pupil and parent voice are central to our SEND approach:

- **Parents:** Parents are invited to formal review meetings at least three times per academic year as part of the *Assess, Plan, Do, Review* cycle to discuss progress, adapt targets, and co-produce support plans.
- **Pupils:** Students are consulted about their support and are actively encouraged to contribute to setting and reviewing their personalised IEP targets.

The SEND Register and Interventions

A student's name will be placed on the school's SEND register when they have an identified special educational need. The register informs staff about each student's needs and is updated regularly.

Some pupils may receive additional short-term interventions (typically 6–10 weeks), led either by trained school staff or in partnership with external agencies.

In-School Interventions:

- ELSA (Emotional Literacy Support Assistant)
- Anger management sessions
- 1:1 mentoring
- Literacy catch-up intervention
- SALT (Speech and Language Therapy) interventions
- OT (Occupational Therapy) sessions
- Touch typing sessions
- Circle of Friends intervention
- Homework clubs
- In-class adaptive and additional support
- Daily 1:1 check-ins
- Handwriting intervention
- Paired/grouped reading interventions
- **Horizon:** Academic support
- **Explore:** Pastoral support
- **Reset:** SEMH and academic support (fixed term)
- Reading Plus

External Provision:

- Educational Psychologist assessments
- School counselling
- MHFT (Mental Health First Team) support
- SALT (Speech and Language Therapy)
- Adrian Patrick Services (SEMH support)

Evaluating the Effectiveness of SEND Provision

To ensure interventions are effective, the Inclusion Team:

- Reviews individual IEP targets termly with parents and teachers.
- Tracks academic and social progress using pre- and post-intervention assessment data.
- Conducts regular lesson observations, book scrutinies, and learning walks focused on adaptive teaching strategies and SEND outcomes.

Staff Training and Expertise

Our SENDCo holds the statutory National Award for SEN Coordination (NASENCO). School staff receive ongoing professional development on SEND, including specialist training in adaptive teaching, classroom scaffolding techniques, ELSA delivery, Speech & Language strategies, and SEMH mentoring.

Accessibility and Facilities for Disabled Pupils

Beechwood School is committed to providing an accessible environment for all students. Facilities include wheelchair access, accessible toilet facilities, and dedicated calm spaces for pupils with sensory or SEMH needs. We work closely with Local Authority specialists to secure auxiliary aids, adaptive equipment, and personalized spatial arrangements in line with our Accessibility Plan.

Supporting Emotional Development and Preventing Bullying

We maintain a zero-tolerance approach to bullying. To support the emotional and social development of pupils with SEND, we provide:

- Structured break and lunch clubs (quiet retreat spaces).
- Dedicated ELSA support and 1:1 mentoring.
- Peer-mentoring initiatives and proactive monitoring by pastoral staff to safeguard SEND pupils from bullying.

Preparing for Transitions

We recognise that transitions can be challenging for all pupils, particularly for those with SEND. We provide additional support to ensure smooth transitions:

- From primary to secondary school.
- Between year groups and key stages.
- From secondary education into post-16 education, training, or employment.

We work closely with pupils, parents, and external agencies to prepare young people for adulthood, as required by the SEND Code of Practice.

The Slough Local Offer

Information regarding the full range of support, opportunities, and services available across Slough for children and young people with SEND can be accessed via the Slough Borough Council Local Offer page:

- **Slough Local Offer:** Slough Local Offer Website

Concerns and Complaints

If you have a concern regarding your child's SEND provision:

1. Speak first with your child's Form Tutor who will communicate with the DOS and/or contact the SENDCo
2. If concerns remain unresolved, parents may escalate their complaint via the formal **School Complaints Policy**.
3. Parents can also seek independent advice and advocacy from the **Slough Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS)**.