

SEND Information Report 2025-2026

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) and differentiation, and that students will make sufficient progress through such 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 and scaffolding to ensure that every student has appropriate access to the curriculum. The 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.

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:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health (SEMH)
4. 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. Pupil voice is central to this process. Students are consulted about their support and are encouraged to contribute to setting and reviewing their personalised plans.

The SEND Register

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. These typically take the form of small group or one-to-one sessions, lasting six to ten weeks, led either by school staff or in partnership with external agencies.

Intervention Offer at Beechwood School

Current in-school interventions include:

- ELSA (Emotional Literacy Support Assistant)
- Anger management sessions
- 1:1 mentoring
- Literacy catch-up intervention
- SALT (Speech and Language Therapy) interventions
- OT sessions
- Touch typing sessions
- Circle of Friends intervention
- Homework clubs
- In-class 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)
- Compass: Behaviour support
- Reading Plus

External provision includes:

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

Preparing for Transitions

We recognise that transitions can be challenging for all pupils, particularly for those with SEND. We therefore 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.

If You Have a Concern

Parents are advised to speak first with their child's form tutor if they have any concerns. Concerns will be relayed to the Director of Studies, and where necessary, a meeting will be organised with the SENDCo/Deputy SENDCo and/or staff from the Inclusion Team. The team are also available to speak to you at Parents' Evenings and school events.

If concerns remain unresolved, parents may escalate their complaint via the school's complaints procedure. Parents may also seek further advice and support from the Local Authority.