Beechwood School SEND Report September 2026	
What types of SEN do we provide for?	**We currently have 157 students on the SEND register, 40 of whom have Education, Health and Care Plans (EHCPs).** We provide for students with a wide range of needs, including: • Autism Spectrum Conditions (ASC) • Sensory Impairments, e.g. Visual Impairment (VI), Hearing Impairment (HI) • Physical Disabilities, e.g. Cerebral Palsy • Speech, Language and Communication Needs (SLCN) • Social, Emotional and Mental Health (SEMH) Difficulties • Moderate Learning Difficulties (MLD) Our EHCP students' needs involve ASC, Physical Disabilities, Speech and Language Support, MLD, and Global Developmental Delay. Many students have needs across more than one category.
Our approach to teaching students with SEND	Beechwood School has a whole-school approach to SEND provision. As set out in the SEND Code of Practice (2015, section 6.36), every teacher is a teacher of SEND and is responsible for providing appropriate support and scaffolding so that all students can make progress. The need for SEN Support is based on the assumption that pupils are already receiving high-quality teaching that is scaffolded to meet their needs. Provision for our SEND students is underpinned by this principle and is compromised by anything less. Teachers are responsible and accountable for: • Meeting the needs of students with SEND in their classrooms • Following the school's procedures for identification, assessment, and provision • Using the strategies provided in the school's SEND folder and SEND register Teachers are updated with new strategies through meetings or email where needs change. Both the register and resources are reviewed termly. We use the graduated approach of Assess, Plan, Do, Review (SEND Code of Practice 2015, section 6.44). This process involves the SENDCo, Deputy SENDCo, TLAs, Directors of Study, Deputy Directors, Subject Leaders, and classroom teachers. The Inclusion Team, supported by the SENDCo/Deputy SENDCo, reviews and sets IEP targets three times per year for EHCP students, monitoring progress against EHCP outcomes. EHCPs are reviewed annually in line with the Children and Families Act 2014 and SEND Regulations 2014, with input from students, parents, staff, and the Local Authority.

	Pupil voice is central to this process: students contribute to their own reviews, pupil passports, and planning meetings, ensuring that their views, wishes and aspirations are considered (SEND Code of Practice 2015, section 1.3).
Who is our SENDCo?	• Assistant Headteacher: Inclusion & SENDCo – Mr Kamran Samad • Deputy SENDCo – Mrs Farheen Ashraf Email: sendco@beechwood.slough.sch.uk Tel: 01753 520473
How do we identify and assess pupils with SEND?	• **Prior to entry in Year 7**: We liaise with feeder schools and families to identify SEND needs early. Transition plans may include extra visits or additional support. • **Upon entry**: Cognitive Ability Tests (CATs), reading, and spelling assessments are used alongside subject baseline tests. • **Ongoing identification**: Where progress is not as expected, teachers may complete a referral form for the SENDCo. Parents may also raise concerns directly. The SENDCo works closely with teachers, parents, and Directors of Study to investigate needs. External agencies may be involved where necessary.
How do we adapt our curriculum and environment?	In line with the Equality Act 2010, Beechwood School ensures that pupils with SEND are not discriminated against and that reasonable adjustments are made to allow full participation in education, trips, extra-curricular activities, and examinations. Examples of adjustments include: • Dyslexia-friendly backgrounds and overlays • Differentiated seating plans • Task sheets, reduced activities, and chunked learning • ICT support and access arrangements • TLA (Teaching and Learning Assistant) support in class • Buddy systems and early exit cards **Support and Interventions** Our Inclusion Team, alongside Explore and Horizon and Compass provision, offers a wide range of support including: • Handwriting and literacy/numeracy catch-up • Speech and Language Therapy (SALT) • Reading Plus, Reading fluency and Phonics teaching • Lego Therapy, Anger Management, Mentoring • ELSA (Emotional Literacy Support), Circle of Friends • EBSA (Emotionally Based School Avoidance) support • Small group targeted support and reintegration programmes

	Inclusion with Peers Inclusion is a key principle at Beechwood. Pupils with SEND participate fully in school life alongside peers, supported through: • Buddy systems and mentoring • Transition activities • Form and year group activities • Trips with additional support as required • Tutor time, PSHCE and Circle of Friends
Working with Parents and Pupils	We value partnership with families and hold: • Annual Review meetings (EHCPs) • Parent consultations and phone/email updates • Meetings with external agencies hosted in school Parents are fully involved in decisions about support. Students are also consulted and encouraged to take ownership of their plans.
Preparing for Adulthood	In line with the SEND Code of Practice (2015, Chapter 8), Beechwood School supports pupils with SEND to prepare for adulthood. At KS4, Careers Information, Advice and Guidance is delivered through PSHE, and SEND students receive additional personalised meetings to plan for post-16 pathways.
Supporting Emotional and Social Development	• 1:1 mentoring and emotional support • Social skills programmes (including ASD specialist input) • Behaviour and SEMH support from external services • Educational Psychologist involvement • Opportunities for responsibility and leadership
Staff Training and Expertise	Our staff receive ongoing SEND training, including: • Whole-school INSET on ASD, SEMH, dyslexia, and dyspraxia or where need is most prevalent • As part of induction for ECTs and new staff • Regular updates on effective strategies from reviews and agency reports • Training for exam access arrangements (scribes, invigilators)
External Agencies and Facilities	We work closely with Slough Borough Council SEND services and external professionals, including: • Educational Psychology • ASD specialist teachers • Sensory Consortium (VI/HI support) • Physiotherapy, SALT, Occupational Therapy • Mental health services (MHST)

	Facilities available include ICT, overlays, specialist interventions, lift access, medical room, and behaviour programmes.
Evaluating Effectiveness	Effectiveness of SEND provision is evaluated through: • Student progress data and intervention impact • Termly reviews and IEP monitoring • Feedback from students, parents, and staff • Reports from external professionals This ensures provision is continually adapted to meet need.
Complaints Procedure	If parents have concerns about SEND provision: 1. Contact the SENDCo or Deputy SENDCo in the first instance. 2. Escalate to the Headteacher if concerns remain. 3. If still unresolved, parents may use the school's complaints procedure. In addition, parents may seek independent advice from SENDIASS or contact the Local Authority. Parents of children with EHCPs also have the right to appeal to the SEND Tribunal, as set out in the Children and Families Act 2014.
Key Contacts	• **Mr Kamran Samad** – Assistant Head / SENDCo • **Mrs Farheen Ashraf** – Deputy SENDCo • **Mr Mike Gaffin** – Designated Safeguarding Lead • **Miss Anita Spires** – Headteacher
Local Offer	Information on the Local Authority's SEND offer can be found via our school website: Local Offer