

Beechcroft St Paul's Primary School



Information relating to Special Educational Needs and / or Disability provision in our school

Reviewed: January 2026
Review Date: January 2027

Special Educational Needs and / or Disability at Beechcroft

What % of pupils have SEND at our school?

Approximately 33% of our pupils have some level of Special Educational Needs and / or Disability.

Who do I contact in school for more information about provision for children with Special Educational Needs (SEN) and / or Disabilities (SEND)?

If you have a child in the school, you should, in the first instance, contact your child's class teacher about any questions you have relating to provision for SEND.

If you do not yet have a child in the school, you should contact the Inclusion Lead through the school office to discuss our provision.

Miss Stuart (Inclusion Lead) is responsible for the Special Educational Needs and Disabilities (SEND) provision at Beechcroft St Paul's Primary School.

To contact Miss Kendall Stuart-Smith (Inclusion Lead) please email office@beechcroft.dsat.org.uk or phone 01305 783500.

The Head teacher and the Local Governing Board (LGB) also have a responsibility for children with SEND.

General Information:

What should I do if I think my child has Special Educational Needs?

If you have concerns about your child's progress, you should speak to your child's class teacher initially.

If you require further information or would like additional advice, please arrange a meeting with the school Inclusion Lead – Miss Kendall Stuart-Smith through the school office.

If you would like further information or guidance, you can speak to the Headteachers – Miss Caroline Hawker and Mrs Claire Taylor or School Local Governing Board Member (LGB) with responsibility for SEND – Mrs Siobhan Lennon-Patience.

How will the school identify and / or let me know if my child has SEND?

When a teacher has concerns about your child's progress and targeted teaching has not met the child's needs, the teacher will raise this with the Inclusion Lead and / or a member of the Senior Leadership Team.

As part of an embedded culture in which early and accurate assessment of pupils' needs is priorities, meetings are held every term between each class teacher and a senior staff member in the school to ensure all children are making good progress and to identify children who may not be making as much progress as expected. The information shared from assessments is used to implement a continuous cycle of planning, actions and review to reduce barriers to pupils' learning and/or well-being.

If your child is identified as not making sufficient progress or attainments are significantly below where expected for their age, the school will make a decision about whether to monitor this or to set up some additional provision to support your child to 'keep up.' The Inclusion Lead advises class teachers on programmes / strategies that may be used to help.

At least 3 times a year the class teacher will discuss, with parents of SEND identified children:

- Concerns you may have and that we have
- Reasonable adjustments to work or support that we can do in school or referrals that we can make to outside professionals to help us to support your child's learning
- How we can work together, to support your child at home and at school.
- Share child's Individualised Education Plan (IEP)- including reviews and new SMART targets

Supporting your child

What support will there be for my child?

We intend that all our policies and procedures reflect the schools' commitment to fully include all children in order that children with SEND are not being treated less favorably than other pupils. We also embrace the fact that every child is different and, therefore, the educational needs of every child are different so what may work for one child may not be appropriate for another.

High quality inclusive teaching by the class teacher is the most used provision in the school to reduce the need for individual adaptations and allow all children to thrive, belong and achieve. All staff ensure that barriers are identified quickly and work closely with parents, taking their views into account and making best of their knowledge of their children. We support all children to ensure they secure strong foundations and engage with a high-quality ambitious curriculum with our Core 10 embedded throughout using assessment effective to inform teaching and learning.

If a child is not making expected progress this may need some necessary adaptations which are timely and effective. It may involve things like using more practical learning or providing different resources adapted for your child, for example memory supports or use of technology to support writing.

Specific strategies (which may be suggested by the Inclusion Lead or specialists from outside agencies) may be put in place to enable your child to access the learning task.

Specific small group work / intervention programmes

These groups will usually be run from the Nest or intervention spaces in school by the teacher or the class Learning Assistant so that outcomes can be reinforced and generalised within other work. Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding / learning and needs some extra support to close the gap with his / her peers.

Your child's class teacher will plan group sessions for your child with targets to help your child to make more progress. These children will be discussed in termly progress review meetings with the Class Teacher, Head Teacher and SLT members.

If your child has been identified as needing more specialist input (instead of or in addition to quality first teaching and intervention groups), individual or group sessions using specialist programmes may be planned and delivered on a regular basis by class teachers or trained learning assistants.

Specialist assessment and advice

If progress is not as expected or there are needs that require further investigation, observation and further assessment by a specialist may be necessary.

This may be involving the Inclusion Lead or other specialists such as teachers with particular qualifications or experience; outside agencies such as Speech and Language Therapists (SALT), Occupational Therapists (OT), Educational Psychologist (EP) etc.

The Inclusion Lead may, first of all, have an informal meeting or may email a specialist for advice without specifically naming your child. If it is felt that direct support of an outside agency is a way forward, you will be

asked to give your permission for the school to refer your child to a specialist professional.

The specialist professional will work with your child by carrying out a class observation or do some assessment with them to understand their needs. They then will:

- Advise us on changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
- Give us support to set targets for your child using their specific professional expertise
- Recommend your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a Speech therapy group
- Occasionally group or individual work with an external professional may be arranged

When possible, you will be invited to come and discuss your child's needs with the professional.

Specified Individualised support for your child for significant or more complex needs

Following the graduated response, if a child needs individualised support an Education, Health and Care Plan (EHCP) will be applied for. This means your child will have been identified by the class teacher/Inclusion Lead as needing a particularly high level of individual and small group teaching, which cannot be provided from the resources already delegated to the school or if they need specialist equipment or resources.

How does a child get an EHCP?

The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process, and you can find more details about this in the Local Authority (LA) based Local Offer, on the Dorset County Council Website: <https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer>

The EHCP specifies how the support should be used and what strategies must be put in place in Section F of the plan. There will also be long and short-term outcomes for your child.

To begin the application process for an EHCP, the school would need to have shown a high level of provision which is above that expected for a child with SEND support. Children who are provided with an EHCP often have needs in more than one area of learning or a profound specific need. The decision as to whether a child is granted EHCP support is made by the Dorset SEND panel through the support of SEND Provision Leads.

If a child has an EHCP, a child-centered Annual Review will be held every year to discuss the progress towards the outcomes in the plan. Parents and professionals are invited to attend. An Annual Review can be organised earlier if required.

What specialist services and expertise are available to the school?

When appropriate and achievable within financial constraints we also arrange/refer to and, in some circumstances, purchase the services of other specialists such as:

- Independent Speech and Language Therapists
- Educational Psychology input to provide a higher level of service to the school
- Speech and Language therapy intervention delivered by NHS Speech and Language therapists

- Special Educational Needs Specialist Teachers
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Occupational Therapy and Physiotherapy
- School nurse and professional training for school staff to deliver medical interventions
- Parent Partnership Service to support families through the SEN processes and procedures.
- Mental Health Services and Counselling
- Mental Health Team for Schools

Are staff up to date with knowledge about SEND?

All staff have continued professional development around the areas of teaching students with special educational needs. This may be through written communication coordinated by the Inclusion Lead; staff meetings and training days or through courses that individual staff members may attend.

If an external professional is involved with supporting a specific child, they will usually give advice and / or training to the Class teacher and Learning Assistant and provide a report with suggestions about how to support the child effectively.

Learning Assistants sometimes develop their skills by observing teachers who may model a specific lesson or approach. Specialist Teachers deliver training to our Learning Assistants and Teachers to support them in the delivery of learning programmes, sensory within the classroom and Zones of Regulation. They attend weekly training to ensure they know how best to support the children they work with and are supported to implement this.

How is the decision made about what type and how much support my child will receive?

The school offers many different forms of appropriate reasonable adjustments, used to enable *all* children to fulfil their potential in school. This ensures that no child is disadvantaged by their Special Educational Needs.

This can include additional support which may be one-to-one or within a small group; flexible groupings; adaptive teaching, access to specific resources; mentoring; counselling, social skills groups and therapy; and access to a wide range of outside agencies. Ensuring all children receive effective support and advice is implemented as necessary.

Additional provision is overseen by the school's Inclusion Lead and is designed and implemented by the class teachers, all supported by Learning Assistants. Like with individual targets, the most important point is that: appropriate reasonable adjustments depend on the needs of the child.

Funding for SEND pupils

The school budget, received from Dorset County Council, includes money for supporting children with SEND.

The Head Teacher, Deputy Head Teacher and the Inclusion Leader meet to discuss all information they have about children with SEND in the school, including:

- Children who are getting extra support already

- Children needing extra support
- Children who have been identified as not making as much progress as would be expected

They decide what additional resources/training and support is needed. All resources/training and support are reviewed regularly and changes made as needed as part of a 'gradated approach' (a continuous cycle of 'assess, plan, do and review').

Pupils with an Education, Health and Care Plan

The Local Authority will decide, based on the evidence they receive from all involved with a child with SEND, how much support a child with SEND needs to be able to progress effectively and access our SOARING curriculum and the building. If the amount needed is beyond the funding already delegated, then a sum of money is provided to the school.

The use of funding is reviewed each year at the Annual Review meeting, and a request to the Local Authority is submitted if changes are required to the funding allocated.

Needs we support in school and how

Communication & Interaction

There is a wide range of difficulties including Autistic Spectrum Disorders (Autism and Asperger's) and Speech and Language.

Many pupils with Communication and Interaction difficulties will be catered for by in-class support and adaptations in class with advice from the Inclusion Lead and external specialists if required.

Within the school setting, Speech and Language Therapists (SALT) from the NHS assess children with Speech and / or Language difficulties who have been referred to them by the school or another agency. Eden children (under the age of 5) can access Speech and Language Therapy Early Advice Drop Ins using Ready STEADI Chat. They then discuss their findings with the parent, class teacher, and Learning Assistant from the class as well as the Inclusion Lead. Targets are set by the SALT with resources suggested or provided, and training is given to enable effective intervention, adaptations and support to happen. The school then uses its delegated SEND budget to provide therapy in school on a regular basis. Approximately 2 or 3 times a year, the school requests a review of the targets and a re-assessment of needs. New targets are set by the SALT.

For children with more complex speech and language difficulties, the NHS Speech and Language therapist may provide some therapy sessions which are usually provided in school with a therapy assistant.

If a pupil has an EHCP, the school may decide to use the Named Pupil Allowance to support the child with more frequent therapy from an Independent Speech and Language Therapist. This will be in consultation with parents.

Therapy sessions, whether carried out by a therapist or assistant, focus on set targets and use flashcards, games, apps and exercises to encourage children to use the correct mouth shapes, correct grammar etc. It is vital that

parents and school staff are involved as much as possible to ensure the child can apply skills across the day.

Cognition & Learning

Learning difficulties experienced by children at Beechcroft can include-

Specific Learning Difficulty (Spld) – this term indicates that pupils display differences across their learning. Pupils with Spld may have a particular difficulty in learning to read, write, spell or manipulate numbers so that their performance in these areas is below their performance in other areas. Pupils may also have problems with memory, organisational skills, and coordination. Pupils with Spld cover the whole ability range and the severity of their impairment varies widely. Specific learning difficulties include Dyslexia, Dyscalculia and Dyspraxia.

Sensory & Physical Needs and / or Medical Needs

When a child has an identified sensory, physical or medical need we will ensure that:

All those working with the child have an understanding of the specific needs of the child, with the Inclusion Lead providing / accessing training where necessary.

- o Adaptations to tasks and the learning environment are made appropriate.
- o Adaptations to the building are in place to allow as far as possible full accessibility and inclusion.
- o Suitable resources and equipment are provided – i.e. computer equipment
- o Specialists are consulted as necessary, i.e. Specialist teachers, Occupational Therapists, and Physiotherapists. Team Around the Child meetings (TAC) arranged by the SENDCO if required.

If a child has a specific medical need, the School Nurse will meet with the Medical Needs Coordinator or Head teacher to write an Individual Health Care Plan, with parental input. Medicines can be administered for children with such a plan and cascaded to relevant staff.

In the case of a child with a medical condition which may necessitate emergency action, such as Epilepsy, Diabetes etc., then all staff in school will be informed of this and a Medical Plan will be created using professional advice. The School Nurse or an NHS Nurse will provide training for teachers and learning assistants.

We have a trained Learn to Move practitioner who delivers a daily intervention to support identified children with their fine and gross motor difficulties.

As part of our Zones of Regulation whole school approach, we teach children sensory and grounding strategies that they can use within the classroom to meet their needs and support them to focus and attend on their learning.

Social, Emotional & Mental Health needs

There is wide a range of needs in this area including: social difficulties, anxiety, behavioural difficulties etc. Support we can provide in school may include:

- o Support from our Family Liaison Officer and ELSAs
- o Talkabout intervention
- o Language for behaviour intervention
- o Zones of Regulation intervention and whole school approach

- o Break and Lunch clubs
- o Nurture groups
- o Social skills and friendship groups- KS1 Time to talk and KS2 Socially Speaking interventions
- o 'Pupil voice' – we give time to children to share what helps them most effectively in school
- o Therapeutic approach
- o Movement and Sensory Breaks
- o Communication with the Mental Health Teams for Schools (MHST)
- o Sensory Circuits
- o Pastoral support in our Nest provision ran by two trained ELSAs.

Communication with parents

How will school keep me informed about my child's progress?

Your child's progress is continually monitored by his/her class teacher and formally reviewed each term. You will be informed during two Parent Consultation Meetings a year and through your child's Annual School Report, how your child is progressing. If the teacher has concerns between these times he / she will arrange to meet with you.

At the end of Key Stage 2 (Year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs).

Children with SEN and/or Disability will have their progress monitored and recorded either on an Individual Education Plan (IEP). If your child is on the SEND register, this will be reviewed by the class teacher with your involvement at least 3 times per year. Children on a Progress Monitoring Form will be reviewed every half term.

The progress of children with an EHC Plan is formally reviewed at Annual Reviews alongside where possible, all adults involved with the child's education and the individual child.

A range of ways will be used to keep you informed, which may include:

- o Letters/certificates sent home
- o IEP/SEND meetings
- o Meet the teacher meetings
- o Reports
- o Emails/Phone calls/Dojo
- o Sending home IEP reviews and IEPs at least three times a year

Are parents and carers involved in planning, assessment and review of needs?

The class teacher is available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

Individual Education Plans (IEP) will be reviewed with your involvement at least 3 times per year as part of the Graduate approach. Teachers will discuss with you how you can help your child at home and share the strategies and provisions in place to support your child in school.

The Inclusion Lead is available throughout the year to meet with you to discuss your child's progress or any concerns/worries you may have. Assessment of information and suggestions from outside professionals will be discussed with you directly, or, where this is not possible, in a report.

The Family Liaison Officer (FLO) helps parents on an individual basis to support their children at home in a variety of ways.

In addition, Dorset Special Education Needs Information, advice and support Service (SENDIASS) is available to parents. It is a free, impartial and confidential service that provides information, advice and support to:

- o children and young people aged from 0 to 25 with special educational needs and/or disability (SEND)
- o parents and carers of children and young people with SEND

Are pupils involved in reviewing their learning?

All children on the SEND register have their voice captured on their IEP. Parent voice is also captured on this document and as part of annual reviews for children with an EHCP. These documents are shared with supply teachers, support staff, MDSAs, and teaching staff to ensure children's needs are understood and adjustments are made for them as necessary.

All children are involved in reviewing their learning in school, setting targets with their class teacher and Learning Assistants and monitoring their progress towards these.

Children with an Individual Educational Plans (IEP) will be involved in the setting of targets and the review of these.

Children with an EHC Plan will be asked to attend the Annual Review meeting if needed. These meetings happen every year. The Inclusion Lead sends out invites to the parent/carer and all professionals involved with the child. This is an opportunity to celebrate the progress towards outcomes made that year and discuss the next steps. It is child focused, with a PowerPoint about the child celebrating the child's year. Before the review, the child also completes and shares a One Page Profile to capture their voice.

General things you might want to know- Frequently Asked Questions

Who will be responsible for my child's day to day needs?

The Class Teacher has the primary responsibility for your child's needs.

Will my child be included in all curriculum areas?

At Beechcroft St Paul's, all class teachers are responsible for providing a curriculum that is suitable and inclusive for all pupils in the class, including those with Special Educational Needs or Disabilities (SEND) with support from the Inclusion Lead. We have high expectations for all pupils and are committed to ensuring our curriculum complies with the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014.

Will my child be able to go to after school activities and trips?

All our school activities and trips are inclusive. We do not offer targeted extra-curricular activities for children with Special Educational Needs, but instead actively ensure that all our extra-curricular activities, including our residential, are adapted for children's specific needs.

SEND children are more likely to be bullied – What do you have in place to make sure this does not happen?

We provide an appropriate curriculum and provision that promotes the social and emotional wellbeing of students. SCARF Physical, Social and Health Education (PSHE) lessons happen weekly in every class where issues can be discussed and child voice listened to. We are responsive and adapt our PSHE curriculum to suit learners' needs. PSHE is a subject with a high profile throughout the whole school.

In addition to the core PSHE curriculum, children take part in extra lessons and worship, where opportunities are carefully planned to link with national events. These events, such as Anti-Bullying Week and Mental Health Week, help pupils develop understanding, resilience, and strategies to seek support when needed.

Through this approach, the school actively promotes a positive and trusting culture where respect is explicitly taught, modelled, and embedded across the school community.

Our school has a clear Anti-Bullying Policy which is consistently implemented to ensure all pupils feel safe, valued, and respected. The policy includes clear procedures for reporting, recording, and responding to bullying incidents, ensuring concerns are dealt with promptly and effectively.

What is an Individual Education Plan (IEP)?

All children on the SEND register have an Individualised Education Plan (IEP), this document has clear SMART targets that a child will be working on for a term. If the child meets their targets earlier, these are moved on by the class teacher. An IEP includes a child and parent's voice. These are shared with the parents and child at least 3 times a year. If a child's IEP targets are met earlier or additional professional

advice is provided, the targets are reviewed by the class teacher and moved on so that the child continues to make progress.

It is an in-depth plan that we set up for a small number of pupils whose needs are complex or when, despite the appropriate targeted support, a child/young person continues to make little or no progress or is working at levels considerably below those of their peers. Many of these children are likely to receive support from other agencies and/or require support from external specialists e.g. Specialist Teacher, Educational Psychologist etc.

Who makes sure that children with SEND are looked after well?

Your child's class teacher

The class teacher's responsibility for children with SEND:

- o Ensuring that all children have access to **high quality inclusive teaching** and that the curriculum is adapted to meet your child's individual needs.
- o Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the Inclusion Lead as necessary. Identifying and removing barriers that pupils may face to their learning and/or well-being
- o Writing, sharing and reviewing Individual Education Plans (IEP) with parents at least once each term and planning for the next term. Working closely with you and taking your views into account.
- o Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- o Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- o Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

If you would like to meet with your child's class teacher please email or telephone the school to arrange an appointment.

The Inclusion Leader – Miss Kendall Stuart-Smith

Responsible for:

- o Coordinating and leading whole- school improvement for pupils with Special Educational Needs (SEN) and / or disabilities and developing the School's SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs in school alongside ensuring adaptations are timely and effective.
- o Ensuring that parents are involved in supporting their child's learning, kept informed about the support their child is getting, involved in reviewing how they are doing and part of planning ahead for them.
- o Liaising with professionals who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- o Updating the school's SEND register, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are learning records of your child's progress and needs.
- o To provide specialist support and training for teachers and learning assistants and other support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.
- o Work alongside staff to monitor progress of pupils with SEND, review adaptations and support and lead on changes to improve children's learning and/or well being
- o Assisting your child's class teacher to set targets and write IEPs for individuals.
- o Support successful transitions for pupils with SEND

If you would like to meet with the Inclusion Lead, please email office@beechcroft.dsat.org.uk or telephone the school to arrange an appointment.

Learning Assistants (LA)

Work within each class to support the range of needs of the children. They are rarely allocated to a specific pupil

with special educational needs and/or disabilities though they have a good understanding of the needs of the children within the class. Whilst they have taken a very valuable role in your child's education, we would prefer that specific questions regarding your child's learning and progress are directed to the staff members named above.

We do however welcome regular dialogue between parents and LAs on how a child's day has been and we do actively encourage this continued feedback.

The Head teacher, Miss Hawker and Co Acting Head Teacher Mrs Taylor

Responsible for:

- o The day-to-day management of all aspects of the school includes the support for children with SEN and/or disabilities. They will give responsibility to the Inclusion Lead and class teachers, but they are still responsible for ensuring that your child's needs are met.
- o They must make sure that the LGB is kept up to date about any issues in the school relating to SEND.

Contacted by: Telephoning the school office to arrange an appointment.

The Local Governing Board Member with Responsibility for SEND – Mrs Siobhan Lennon-Patience

Responsible for:

- o Making sure that the school has an up to date SEND Policy
- o Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- o Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.
- o Making visits to understand and monitor the support given to children with SEND in the school

Who do I contact if I am not happy with the support or education my child is getting?

It is best to talk to your child's class teacher, the Inclusion Leader or Head teacher. If you would like to discuss your concerns further, you may contact the SEN LGB Member through the School office.

Questions from children & young people:

Are the staff friendly?

Yes – everyone who you will meet is friendly, nurturing and wants to help you.

Can I come and visit the school before I start?

Yes you can – you can have a tour of the school where you can ask any questions you like.

What things do you have at your school?

Besides our caring, nurturing staff, we have a friendly playground; a library; a large hall for worship and PE and many other things to help you if you find anything difficult in school including our Nest provision.

The Nest is a nurture provision that supports children with their emotional needs and wellbeing; it encompasses a nurture provision, a small learning space and a sensory room. Our inclusion leader, Kendall Stuart-Smith, is also based in The Nest area. Our ELSA, Claire Watson, leads this provision supported by Kendall Stuart-Smith, Jennette Henderson, Learning Assistant/ELSA and Claire Smith, Family Liaison Officer.

The nest is available to all children to support them with:

- Low self-esteem
- They find it hard to listen to others or join in
- Family illness or break up
- Bereavement
- They find it hard to share and take turns
- They find it hard to settle into class
- Friendship difficulties - keeping/making friends
- They find it hard to accept losing a game
- They may be quiet, shy and withdrawn

A teacher might identify a child with any of the above needs would benefit from being supported by the pastoral team. A discussion would then take place with the Inclusion leader, Head Teacher and The Nest team. The Nest helps to boost confidence and self-esteem and provide children with extra skills to improve social skills and independence for example:

- To engage
- To settle
- To listen
- To concentrate
- To share and take turns
- To accept losing a game
- To build friendship with their classmates
- Gives opportunities to talk about and understand their feelings
- To experience and practice the development of positive relationships

This space is also open for all children during break to support friendships, social interactions and problem solving. We feel all children should have daily opportunities to be outdoors so The Nest time will be supporting

children to develop skills so that they can be successful and enjoy their time on the main playground.

Can I get around the school easily?

All children can access any classroom as we do not have any upstairs classrooms. We have toilets that can be used by people with a disability. We ensure that the equipment we have can be used by all children as part of the child's reasonable adjustments.

Can I go on trips?

Yes – we make sure our trips are suitable and inclusive to all.

Moving to and from Beechcroft St Paul's Primary School

How will the school support my child to join the setting?

We encourage all new children joining us to visit before starting so that they can look around, visit classrooms and meet staff. If required, a social story/booklet with photographs will be provided so that your child can feel familiar with the new setting.

If necessary for children with SEND, we organise extra visits to get to know the setting at their own pace and if required we will phase in starting arrangements with flexible arrangements such as shorter days etc.

We will liaise with the child's current settings about their needs so that provision, where possible, can be in place before the child starts.

For children on the SEND register, the Inclusion Lead will contact the parents and child ahead of the move to ensure the staff working with your child understands their needs and discuss reasonable adjustments.

What will happen when my child moves to their next school?

We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- o We will contact the new school's Inclusion Manager / SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- o We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- o Information will be passed on to the new class teacher in advance. Support plans will be shared with the new teacher. Handover meetings will be held in July to facilitate this.
- o Social stories are provided with photographs and information to support the transition
- o Transition morning
- o Meet the teacher meetings
- o Additional sessions with class teacher and/or LA to build relationships
- o Inclusion Lead will meet with the class teacher and LAs to ensure they know what needs to be in place to support your child

Year 6 Pupils

- During Year 6, class teachers and the Inclusion Lead will discuss the specific needs of your child with the Inclusion Manager / SENDCO of their secondary school and information will be sent concerning needs of the children transferring.
- All children visit the new school during Year 6. Vulnerable children will be given extra visits to the new school.
- If required, your child will attend a small group in school, to support their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for

their new school.

- Transition sessions are delivered in the Summer Term by the Mental Health Teams for Schools (MHST) to support

New Reception stage children

Our pre-school provides a welcoming, nurturing environment for children from the age of two, with a strong focus on early identification and intervention. We work closely with families from the point of entry to understand each child's strengths, needs and interests, ensuring that support is responsive and personalised from the outset. As part of our transition and inclusion practice, we are developing home visits at key strategic intake points across the year, enabling staff to build secure relationships with children and parents in familiar environments. We work in partnership with external professionals, including health visitors and Best Start in Life advisors, to share information, identify emerging needs early and implement timely support. This collaborative approach supports children's communication, social and emotional development and readiness for learning, and reflects our commitment to inclusive practice.

On entry to reception, we work with local pre-schools and early years providers to ensure a smooth and well-planned transition for children who may have additional needs into school. Prior to entry, we offer open afternoons for parents and carers, alongside home visits and carefully planned settling-in sessions for children. These opportunities allow the Early Years Lead and, where appropriate, the Inclusion Lead to work in partnership with families and pre-school staff to share information, identify needs early and plan appropriate support. Additional visits to Beechcroft are arranged where required, and we work collaboratively with external professionals already involved with the child. This graduated and proactive approach ensures provision is in place from the outset and reflects our commitment to inclusive practice, strong partnerships with parents, and early intervention in line with the expectations of the Early Years Framework.

For further information on specific policy please see the following relevant policies and plans

- o SEND Parent Information Report
- o SEND Handbook
- o Behaviour Policy
- o Intimate Care Policy

All policies can be found at <https://www.beechcroft.dsat.org.uk/policies/> on our school website

