SEND Parent Information Report 2026-2027

Review date September 2027

Miss Stuart (Inclusion Lead) is responsible for the Special Educational Needs and Disabilities (SEND) provision at Beechcroft St Paul's CofE Primary School. To find out more about SEND at Beechcroft, please browse through the report below, have a look at our SEND Policy on our website or make an appointment to meet with Miss Stuart through the school office.

The school has clear and thorough guidelines for the identification and teaching of children with Special Educational Needs and Disabilities, (SEND). Ours is an inclusive school where all children are involved in every aspect of school life, both inside and outside of the classroom.

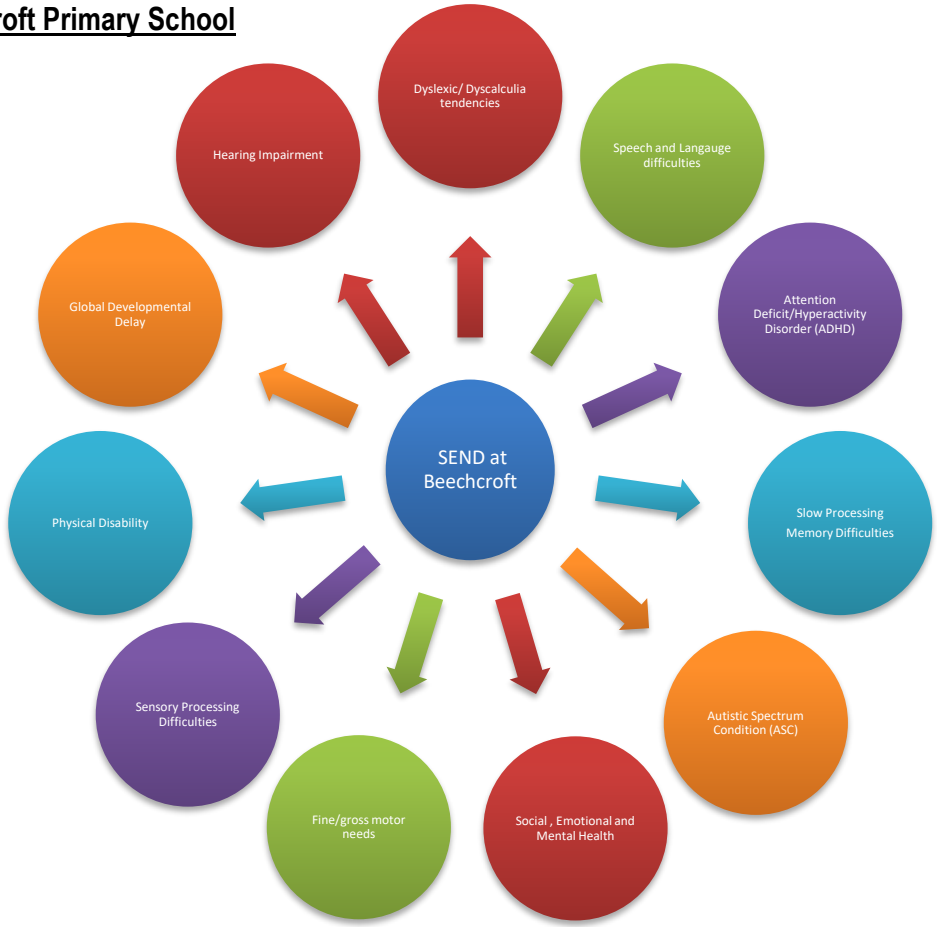
The Inclusion Lead, Miss Stuart, works with the school to support and train staff, advise, and co-ordinate the progress of children with SEND. The Inclusion Lead will also liaise with relevant outside agencies and specialist services.

An Individual Education Plan (IEP) is constructed to support the specific needs of each child on the SEND register and is regularly reviewed by the class teacher with parents/carers. We seek to work in partnership with parents/carers and acknowledge that they have a very important role in supporting this work.

Parents may view the Special Educational Needs and Disabilities policy which is available on the school website and in the entrance hall, or a copy may be requested. This comprehensive policy is fully implemented and reviewed regularly.

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

The needs we currently support at Beechcroft Primary School



How are pupils identified as possibly having Special Educational Needs (SEND)?

Teachers and parents are the people who initially raise concerns if a child is not making the progress that they were expecting. Following a meeting, if the child has still not made the expected progress, the teacher completes a progress monitoring form and Miss Stuart monitors the pupil's progress through our tracking system (where teachers track assessments of pupils every term) and use formal assessments in reading, maths and spelling, punctuation and grammar to look into this further. Sometimes a pupil has come from another school with information to explain how this pupil needs further support to be successful and we ensure we build on that.

What happened if your child has barriers to their learning?

Here is Francesca's story- this is just one example. It explains the processes we follow to assess, track and support pupils identified as having SEND at our school.

Francesca was working really hard at school but not always making the expected progress in her learning. At home, she was finding doing home learning very difficult and getting upset in the process.

Francesca had a meeting with her class teacher and her parents to talk about her home learning and how school could help.

Francesca was still finding school work very tricky and her class teacher was concerned that although she was working hard, she was not making progress. The class teacher reviewed what Wave 1 strategies were in place and spoke with the Inclusion Lead.

Miss Stuart (Inclusion Lead) went to observe Francesca in the classroom and talked to her about her learning. She made some suggestions for things the class teacher could try (writing the tasks down in little steps, or asking Francesca to explain the task to an adult before she begins, to check her understanding).

Francesca was still not making the expected progress. A progress monitoring meeting was held between parents and class teacher and SMART targets shared. These were worked on at school and home and closely reviewed.

Francesca did not make the expected progress over two cycles. She was added to the school's SEND register. This is an internal register which ensures children are able to access in-school support, and if necessary, support from external agencies. The register frequently changes to meet the needs of the children and is a fluid document.

Class teacher met with Francesca's parents and shared an Individual Education Plan (IEP) with targets and in-school support. These targets and the support available to help her meet them were shared with Francesca.

As Francesca was not yet meeting her targets, Miss Stuart decided to discuss her needs at a SEND planning meeting with Dorset County's Educational Psychologist and Specialist teacher to request additional support.

A Specialist Teacher met with Francesca and completed assessments (these were little achievable tasks) to see if they could find better ways to help Francesca.

The Specialist Teacher wrote a report about what they had found out and said they thought that Francesca had dyslexic traits. They suggested some strategies and resources that would help Francesca in school and at home.

Francesca and her parents met with her teacher and discussed her IEP to add in some of the suggestions from the Specialist Teacher. At the end of each term or before if met, the plan was reviewed and targets were adjusted when Francesca began to meet them.

At the moment, Francesca is making progress and beginning to catch up with her peers, as well as seeing the effort that she puts in rewarded. Miss Stuart continues to meet with the class teacher each term to discuss Francesca's progress and ensure the strategies in place to support her are still effective.

What will be developed further in the future? What are our plans for 2026-2027?

What we have developed and why?

Learning Assistants delivering interventions to support SEND children. Training has been provided for Learning Assistants to deliver- Sensory Circuits, Learn to Move, RAPID Reader, Maths Mastery, Precision Teaching, Clicker, Lego Therapy, Zones of Regulation, Talkabout, Speech and Language and Sounds Write Phonics.

Whole school zones of regulation and sensory within the classroom training

Ensure all children access our ambitious CUSP Soaring Curriculum – vocabularly focus

Teachers and LAs training to deliver Sounds Write Phonics – robust monitoring and targeted interventions.

Teachers knowing their pupils and making sure they plan carefully for them. Increased accountability.

IEPs in place for SEND children including the parent and child's voice with long term targets. Shared 3 times yearly.

Child centred annual reviews – What's working well? What needs to improve?

3 members of staff attended Positive Therapeutic Approach Training and update

Communication and support from Speech and Language and Hearing Support Teams – Class Learning Assistant attend sessions with child to strengthen links within the classroom

Child dojo portfolio's show progress towards SMART targets on IEP.

ELSA interventions- We have one trained member of staff at Beechcroft to deliver these interventions.

Links between classroom and interventions.

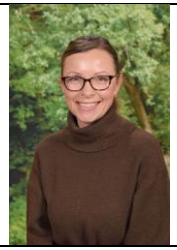
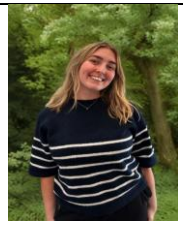
What we plan to do in 2026-2027?

A second member of staff to be trained as an ELSA

FLO to deliver Emotionally Based School Avoidance (EBSA) sessions to parents.

Emotional support to be available to children in The Nest by Mrs Watson and Miss Kemp.

Pastoral Support Team

				
Miss Stuart Inclusion Lead	Mrs Smith Family Liaison Officer Attendance EBSA Trainer	Mrs Ross Family Liason Officer Safeguarding	Mrs Watson Emotional Literacy Support (ELSA)	Miss Kemp Pastoral Learning Assistant

Continue to work with the Mental Health Teams for School for children, parents and staff- Workshops provided for all.

Continue to work with our Specialist Teacher and Educational Psychologist

Continue to ensure early identification so all children can thrive

Use Wellcomm in the EYFS to assess Speech and Language difficulties

Continue to offer break and lunch club for EYFS, Key Stage 1 and Key Stage 2 – including outside quiet break

Feedback form to capture parent, professionals and child voice following annual

Everyone at Beechcroft, from the fabulous lunchtime supervisors to our amazing administration team, want to make school a positive experience for all pupils and parents. Below are a few friendly people who have extra knowledge to help us.



Parents

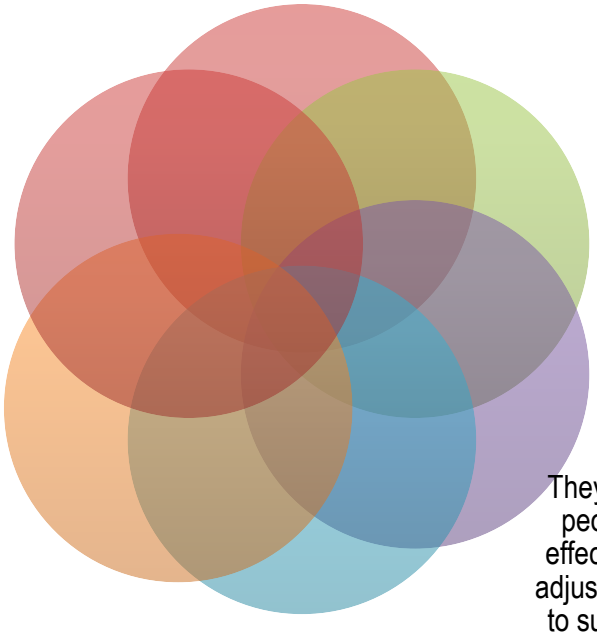
Parents know more about their child than we will ever know and are the best source of information and insight we have on our pupils.



Outside Agencies

Sometimes we need a little help from people outside of school. We closely work with Dorset County's Educational Psychologist and Specialist Teachers. Children on the Speech and Language register are seen by our Speech Therapist, Louise Arnold or other therapists and those with hearing impairments are seen by Hearing support, Jemma O'Rourke.

We also work with paediatricians to support our pupils along with staff from CAMHS and the Chesil Family Partnership Zone.



Pupils

If we want to understand how to help best, we need to be talking to them in pupil consultations and throughout the learning week to ensure that they can voice the resources which support them and share any concerns. The child is fully involved with their IEP targets and in the reviewing of these. Our Annual reviews also capture parent, pupil and professional voice.

Learning Assistants

In all year groups, there is a Learning Assistant (LA). They support in class, pre teach and support SEND needs through reasonable adjustments.They also target children's IEP targets within the classroom alongside the teacher. LAs deliver a range of interventions.

LAs and teachers share children's progress towards their IEP targets on individual dojo portfolios.

Teachers

They are working with the pupils every day and are the people in school who know them best and can most effectively put things in to help. They make reasonable adjustments and use adaptive teaching in the classroom to support the SEND children and liaise with parents a minimum of three times a year to discuss their child's IEP targets and progress.

Teachers share children's progress towards their IEP targets on children's dojo portfolio.

Pastoral Support



Family Support Officer: Our Family Liaison Officer, Claire Smith, provides support, information and guidance to our families. She directs families to support outside of school.

Learning Assistants: SEMH interventions advised by our Specialist Teacher are delivered by LAs with the aim to improve confidence and social learning in a supportive, nurturing environment. We also support children by offering ELSA sessions and Zones of Regulation Interventions.



How do we work as a team?

To ensure the best support is available for our pupils, we need to communicate the needs and support for each child throughout the school year. Miss Stuart cannot do her job of Inclusion Lead without being part of a team. Below are some of the times we discuss children with SEND, their provision, reasonable adjustments and how to support them to make progress.



Team Pupil

Meetings with the SEND governor, Mrs Siobhan Lennon-Patience each term to discuss our SEND progress and provision.

Teachers meet with parents to discuss concerns or progress for an individual.

IEP (Individual Education Plan) meetings/ discussions happen every term with the class teacher to review progress and support. The IEP targets are shared with the pupil and the parents.

Annual reviews for children with EHC plans are when the pupil, school staff, parents and any other agencies meet to discuss the pupil's achievements and the best ways we can continue to support them.

Pupil conferencing - Teacher or Learning Assistant meet with pupils every term to discuss their targets and how we can support them in their learning. They also review them with the child.

Teachers, parents and Inclusion Lead liaising with professionals about assessments and implementing advice.

Parental questionnaires and feedback sent to parents through the school year.

Phone calls home to share successes, updates and/or concerns.

Progress towards IEP targets and EHCP outcomes are shared on children's dojo portfolio.

Parent evenings for parents and pupils to look at their work and discuss learning.

Each term, Pupil Progress Meetings are held between teachers, Inclusion Lead and the Headteacher/Assistant Headteacher to talk about progress.

For the new pupils joining us from other settings, Mrs Greet (Reception class teacher) meet with their pre-school settings in the Summer term each year. Miss Stuart attends if required. We meet with the professionals supporting them and encourage parents to speak with us and share any helpful information prior to their transition to Beechcroft.

How else do we support our SEND pupils at Beechcroft?

Transition

At Beechcroft, we are committed to ensuring smooth and supportive transitions for all our pupils, particularly those with Special Educational Needs and Disabilities (SEND). The following procedures are in place to facilitate effective transitions from pre-schools and to secondary schools:

We work closely with pre-schools and secondary schools to ensure that all relevant information about pupils, especially those with SEND, is shared in a timely and effective manner.
Staff members are arranged to visit pupils in their current settings to observe and gather insights into their needs and support strategies.
Additional visits are organised for both pupils and staff to facilitate familiarity and comfort with the new environment.

Where necessary, enhanced transition arrangements are put in place to provide additional support for pupils who may require it.
These may include extra visits, tailored transition plans, and meetings with key staff members.

The Inclusion Lead from the receiving secondary school is invited to meet with the Beechcroft Inclusion Lead to discuss the needs of the transitioning pupils.
For pupils with Education, Health and Care Plans (EHCPs), the secondary school Inclusion Lead is invited to attend the pupil's Annual Review held in the Autumn Term of Year 6 to support a well-informed and seamless transition.

These structured and collaborative efforts ensure that all pupils, particularly those with SEND, experience a positive and well-supported transition to their next educational setting.



Helping Teachers

At Beechcroft, the class teacher plays a central role in leading the SEND (Special Educational Needs and Disabilities) process for pupils in their class. As the primary point of contact for both pupils and parents, the class teacher is best positioned to understand and respond to the individual needs of each child.

Miss Stuart, the school's Inclusion Lead, provides essential support to class teachers in this process. Her role includes guiding staff by signposting them to appropriate ideas, resources, and external professionals who may assist in enhancing the support provided to pupils with SEND.

To ensure consistent and effective support, Miss Stuart meets with class teachers every term. These meetings focus on reviewing the pupils' Individual Education Plan (IEP) targets, monitoring progress, evaluating the effectiveness of interventions, and discussing the overall provision in place for each child with SEND.

This collaborative approach ensures that all staff are well-informed and equipped to meet the diverse needs of pupils with SEND, fostering an inclusive and supportive learning environment.

Parent/Carer Support

At Beechcroft, we are committed to maintaining open and effective communication with parents and carers regarding the SEND (Special Educational Needs and Disabilities) process.

The first point of contact for any parent or carer with questions or concerns about the SEND process is your child's class teacher. Class teachers work closely with your child on a daily basis and are best positioned to provide initial support and guidance.

Parents and carers are encouraged to speak with the class teacher at the end of the school day or to book a meeting through the school office if a more in-depth discussion is required.

If the class teacher determines that further support is needed, they may recommend a meeting with Miss Stuart, the school's Inclusion Lead. Miss Stuart will then contact the parent or carer directly to provide additional support and guidance.

Our Family Liaison Officers, Mrs Smith and Mrs Ross, are also available to support families and children. They are present on the playground at the start and end of the school day and can also be contacted through the school office to arrange a meeting.

Mrs Smith and Mrs Ross play a key role in signposting parents and carers to external support services that may be beneficial, such as respite care during school holidays or Young Carer services.

This structured communication approach aims to ensure that all families feel supported and informed throughout the SEND process.



Complaints

At Beechcroft, we are committed to ensuring that all concerns and complaints regarding the SEND (Special Educational Needs and Disabilities) process are addressed promptly and respectfully.

If a parent or carer has a complaint or concern regarding the SEND process, the first point of contact should be Miss Stuart. She is available to discuss any issues and aims to resolve concerns through open and constructive dialogue.

If an agreement cannot be reached through initial discussions with Miss Stuart, the matter will be escalated through the official complaints process as outlined on the Beechcroft school website. This process ensures that all complaints are handled in accordance with school policy and relevant regulations.

As part of her role, Miss Stuart may also raise complaints with external agencies if she believes that the support provided by other professionals is not meeting the needs of Beechcroft's pupils. This ensures that all pupils receive the highest standard of care and support.

What's next?

At Beechcroft, we are proud to have a dedicated team of staff with a wide range of strengths and experiences. We acknowledge that we may not always possess the specific expertise required in every circumstance. Nonetheless, our commitment to putting pupils first drives us to explore every available avenue to ensure they receive the support they need. This includes seeking assistance from specialist professionals when appropriate.

Miss Stuart is always available to discuss any concerns or questions you may have regarding the information presented in this report or about your child. Her contact details are provided on the front page of this document.

Please have a look at the appendices that follow the report for further information or support. For further information on our SEND provision, please refer to the SEND Handbook and Special Educational Needs and Disability Policy.

You can also contact Dorset Special Education Needs and Disability Information, Advice and Support Service (SENDIASS). They are a free, impartial and confidential service that provides information, advice and support to:

- Children and young people aged 0 to 25 with special educational needs and disability (SEND)
- Parents and carers of children and young people with SEND

For more information please visit https://www.dorsetsendiass.co.uk/

What else is in this report that might be helpful?

- Appendix One: An example of our new IEP (Individual Education Plan) form.
- Appendix Two: Helpful organisations that will be able to support parents with all aspects of the SEND process and a few good websites for up to date information on some difficulties our pupils face.

Appendix 1- IEP (Individual Education Plan)

Learning Plan for Andrew Abbot — 1



Stage:

Date of birth: 13/12/2000 Gender: Male Pupil ID: E823432111004 Year group: 10 Tutor group: 10E

Start date: 12/6/2017 Review date: 10/9/2017 Teacher: Mr James Payne

Areas of concern:

First language: ENG FSM: no In care: no Ethnic background: WSCO PP: no Attendance: 100.0%

Art Effort: B

good work

Area of concern	Target	Desired outcome	Strategies & Provisions	Key staff
Dyslexia	Always plan what you are going to write.	Written task started quickly.	Mind mapping, spidergrams, use of colour.	
Behaviour	Line up outside classroom quietly.	Observed on out of occasions.	Understand why this rule allows for safer movement in corridors and controlled entry/start to lesson.	

Provisions

Name	Concern	Level of Need	Description	Start date	End date
Behaviour Support Team Intervention	Social, Emotional and Mental Health Difficulties	3	Meet student before school, breaktime, lunchtime and afterschool. During this time: Re-read targets and check how things are going. Agree on positive rewards for achieving targets. Liaise with family around any issues/sanctions.	5/4/2017	5/7/2017
Speech Language Therapy	Cognition and Learning Needs	2	TEST 123	1/5/2017	26/6/2017

Appendix 2

Here are some web links that might be helpful to you:

