



Beenham Primary School

SEN Information Report (2025–2026)

Introduction

Under Section 69 of the **Children and Families Act 2014**, schools must publish a Special Educational Needs and Disabilities (SEND) Information Report. This report is written for parents, carers, pupils, the Local Authority and other agencies and is reviewed and updated annually in line with the **SEND Code of Practice: 0–25 years** ([view here](#)).

Beenham Primary School is an inclusive school. We welcome all pupils and families and work closely with parents to ensure that every child's individual needs are met.

What is a Special Educational Need or Disability?

A child has a **Special Educational Need (SEN)** if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A pupil has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of pupils of the same age or have a disability which prevents or hinders them from making use of educational facilities generally provided for pupils of the same age in mainstream schools. SEND may be short-term or long-term.

1. What kinds of SEND are provided for at Beenham Primary School?

We support pupils across all four areas of need outlined in the SEND Code of Practice:

- **Communication and Interaction** – including Autism Spectrum Disorder (ASD) and Speech, Language and Communication Needs (SLCN)
 - **Cognition and Learning** – including Specific Learning Difficulties (SpLD)
 - **Social, Emotional and Mental Health** – including ADHD, anxiety and emotional regulation difficulties
 - **Sensory and/or Physical Needs** – including visual impairment, hearing impairment and physical difficulties
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2. How are children identified as having SEND and how are their needs assessed?

If you have concerns about your child, these should initially be discussed with the class teacher. The class teacher will monitor your child's progress and may implement a **Graduated Approach Plan (GAP)** for one term.

Pupil progress is discussed regularly with the Headteacher and SENCO.

If a child is identified as having ongoing SEND, a **Support and Achievement Plan (SAP)** will be written. This outlines strengths, needs, outcomes and provision. The child will also be added to the school's SEN register.

Where appropriate, the school may request an **Education, Health and Care (EHC) needs assessment** from the Local Authority.

Assessments may be carried out by school staff or by external professionals such as the Cognition and Learning Team.

3. Who is the SENCO and how can they be contacted?

The SENCO is **Mr George Bell-Barrett**

Contact details:

Telephone: 01189 713397

Email: boffice@beenham.w-berks.sch.uk or senco@beenham.w-berks.sch.uk

The Governor with responsibility for SEND is **Mrs Jennifer Campbell**

4. How are parents and carers involved?

Parents of pupils with SEND are invited to **three review meetings each year** to discuss progress and review SAPs, alongside regular parents' evenings.

Parents are also invited to attend meetings with external professionals where appropriate. Reports and visit notes are shared promptly.

Parents may contact staff via ClassDojo, the school office or by arranging an appointment.

5. How are pupils with SEND involved in their education?

Pupil voice is central to our practice. Pupils:

- Reflect on their learning regularly
 - Contribute to school reports
 - Take part in SAP reviews
 - Contribute to EHCP annual reviews where appropriate
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6. How is progress reviewed?

We follow the **graduated approach** of *Assess, Plan, Do, Review*.

- SAPs are reviewed **termly**
 - EHCPs are reviewed **annually**
 - Parents are invited to all review meetings
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7. How do we support transitions?

Transitions are carefully planned.

- Prior to starting school, meetings can be arranged with the SENCO
 - Transition days allow pupils to visit new classes and staff
 - SEN information is shared with new schools when pupils move on
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8. What is our approach to teaching pupils with SEND?

All pupils are supported through **high-quality, adaptive teaching**.

Where needed, additional interventions may include:

- **Communication and Interaction:**
 - Attention Autism
 - Colourful Semantics
 - Lego Therapy
 - Speech and Language programmes

- **Cognition and Learning**
 - Dyslexia Gold
 - Precision Teaching
 - Targeted reading fluency
 - Monster Phonics intervention
 - **Social, Emotional and Mental Health**
 - ELSA
 - Nurture groups
 - Big Empathy Drawing
 - **Sensory and Physical**
 - Sensory circuits
 - Fine motor and handwriting groups
 - Dance Mat typing
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9. How do we adapt the curriculum and learning environment?

Adaptations include differentiation and scaffolding, assistive technology, visual supports and other reasonable adjustments in line with the [Equality Act 2010](#).

The school's **Accessibility Plan** and **Intimate Care Policy** are available on the website.

10. What expertise and training do staff have?

- SENCO is completing the NPQ SENCo
 - ELSA provision supervised by an Educational Psychologist
 - Staff trained in Precision Teaching, Attention Autism and trauma-informed practice
 - Ongoing CPD and external specialist input
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11. How is SEND provision evaluated?

Provision is monitored through:

- Termly progress reviews
 - SENCO and Headteacher monitoring
 - Parent questionnaires
 - Pupil voice
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12. How are pupils with SEND included in wider school life?

All pupils have access to all educational visits and workshops, all clubs and enrichment activities, outdoor learning and PE.

Reasonable adjustments are made to ensure inclusion.

13. How do we support emotional and social development?

Support includes:

- ELSA provision
 - Nurture groups
 - Protected lunchtimes (where appropriate)
 - PSHE and Religion and Worldviews through the Kapow! curriculum
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14. How do we work with external agencies?

With parental consent, the SENCO may work with:

- Autism Team
- Child and Adolescent Mental Health Services (CAMHS)
- Early Development and Inclusion Team (EDIT)
- Educational Psychology Service
- Emotional Health Academy (EHA)
- Mental Health Support Team (MHST)
- SEN Assessment Team
- Specialist Inclusion Support Services

15. How are looked-after children with SEND supported?

The Designated Teacher for Looked After and Previously Looked After Children is George Bell-Barrett.

SEN provision is captured within SAPs and Individual Education Plans (IEPs).

16. How are complaints handled?

Concerns should be raised with the class teacher, then the SENCO, and finally the Headteacher if required.

Complaints follow the school's complaints policy.

17. Where can the Local Authority Local Offer be found?

West Berkshire Council's SEND Local Offer provides information about services available to children and families.

[Special Educational Needs and Disability \(SEND\) Local Offer - West Berkshire Council](#)

Approved by: Full Governing Board

Date approved: Friday 13th March 2026

Review date: March 2027