



### **What is SEND?**

A child has SEND if they have a learning difficulty or disability that requires special educational provision. This may be short-term or long-term.

### **Our Commitment**

Beenham Primary School is an inclusive community. We work to provide effective, well-adapted education for children who are able to access a mainstream environment. We work closely with families to ensure every child's needs are met.

### **Types of Need We Support**

We provide for all four areas of need in the SEND Code of Practice:

- Communication & Interaction (e.g., ASD, SLCN)
- Cognition & Learning (e.g., dyslexia, SpLD)
- Social, Emotional & Mental Health (e.g., ADHD, anxiety)
- Sensory & Physical Needs (e.g., visual/hearing impairment, physical difficulties)

### **How We Identify and Assess Needs**

- Concerns are first discussed with the class teacher
- A Graduated Approach Plan (GAP) may be used
- If ongoing needs are identified, a Support and Achievement Plan (SAP) is created and the child is added to the SEN register
- Assessments may be carried out by school staff or external specialists
- The school may request an Education, Health and Care (EHC) needs assessment where appropriate

### **Our Approach to Supporting Children with SEND**

We provide a comprehensive universal offer for all children, rooted in relational practice and psychologically-informed teaching and learning. This means we prioritise strong relationships, emotional safety and high-quality, adaptive classroom practice for every pupil.

As we identify that a child may need more bespoke support, we work collaboratively with families, staff and, where appropriate, external professionals to understand the basis of their needs. Our aim is always to provide the right level of intervention: support that enables progress, builds confidence and promotes growing independence over time.

### **Working With Families**

Our core offer for families includes:

- Working in Partnership with Parents
- Three SEND review meetings each year
- Regular parents' evenings
- Meetings with external professionals, where appropriate
- Contact via Class Dojo, the school office or arranged appointment

### **Support and Interventions**

All pupils receive high-quality, adaptive teaching. Additional interventions may include:

- Communication & Interaction: Attention Autism, Colourful Semantics, Lego Therapy
- Cognition & Learning: Dyslexia Gold, Precision Teaching, reading fluency, Monster Phonics
- SEMH: ELSA, nurture groups, Big Empathy Drawing
- Sensory/Physical: Sensory circuits, fine motor groups, Dance Mat typing

*As an Educational Psychologist, what stands out most about this primary school is its genuine commitment to valuing everybody. This is inclusion in action, not simply as an idea or policy, but as something lived and embodied across the school community.*

*There is a clear understanding that creating safe, supportive environments for children is fundamental ... The school recognises that adjustments made to support a few pupils often benefit all... I have been consistently struck by the care, respect, and compassion shown towards children. Staff demonstrate a strong sense of responsibility for understanding each child's needs and, importantly, a willingness to reflect on what they can do differently to support positive change... This is a school where everyone truly matters. Their dedication to inclusion, collaboration and continual reflection creates a nurturing environment in which children feel valued, understood, and supported to thrive.*

Independent Educational Psychologist