

BEAM COUNTY PRIMARY SCHOOL**Special Educational Needs (SEN) Information Report***How we put our SEND Policy into practice — information for parents and carers*

Reviewed: 13 July 2026**Approved by:** Mr Lando Du Plooy, Chair of the Governing Body — Date: 20 July 2026**Next review due by:** July 2027

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy. You can find it on our website: <https://www.beamcountyprimaryschool.org/>

If there are any terms we've used in this report that you're unsure of, you can look them up in the Glossary at the end.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

- Communication and interaction: autism spectrum disorder; speech and language difficulties.
- Cognition and learning: specific learning difficulties, including dyslexia, dyspraxia and dyscalculia; moderate learning difficulties; severe learning difficulties.
- Social, emotional and mental health: attention deficit hyperactivity disorder (ADHD); attention deficit disorder (ADD).
- Sensory and/or physical: hearing impairments; visual impairment; multi-sensory impairment; physical impairment.

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator (SENCo)

Our SENCo is Miss Mooney. She has 15 years' experience in this role and has worked with children with autism and their families for over 20 years. She is a qualified teacher and holds a BSc (Hons) degree and PGCE. She achieved the National Award in Special Educational Needs Co-ordination in 2014. She is employed for 3 days per week to manage SEN provision.

Deputy SENCo

Our Deputy SENCo is Mrs Gholampour. She has 10 years' experience in this role and leads on the support for pupils with medical needs. She is a qualified teacher and holds a BA (Hons) degree and PGCE. She achieved the National Award in Special Educational Needs Co-ordination in 2018. She is employed for 3 days per week to manage SEN provision.

Additional SENCo support

We are fortunate to have additional support provided by an experienced SENCo, Mrs Kinsella. She has 24 years' experience in this role and leads on the support for pupils with, or in need of, Education, Health and Care Plans. She is a qualified teacher and holds a BEd (Hons) degree.

[Confirm the correct number of years' experience before publication.]

Class teachers

All of our teachers receive in-house SEN training and are supported by the SENCo in meeting the needs of pupils with SEN. Teaching staff have access to additional training provided by our private SALT, NHS SALT, BDSIP, advisory teachers, and specialist settings such as Trinity School.

Training for teachers includes: Makaton Level 1; Copy and Connect (an adaptation of Intensive Interaction provided by our private SALT); use of visual schedules and supports; Attention Bucket; Colourful Semantics; Lego Therapy; TEACCH Autism; Blank Levels; the Engagement Model; Epilepsy Awareness; Anaphylaxis; Allergywise for schools; Asthma care; Attachment theory; First Aid; Phonics via Little Wandle, including SEND; and OPAL (Outdoor Play and Learning), among other CPD.

Learning Support Assistants (LSAs)

We have a team of Learning Support Assistants, including higher-level teaching assistants (HLTAs), who are trained to deliver SEN provision and intervention. Two members of our team are currently completing the Teaching Assistant Level 3 Qualification in SEN via an apprenticeship scheme with BeReady. Two members of staff are qualified Team Teach trainers, and two members of staff are trained Emotional Literacy Support Assistants (ELSAs), who receive regular supervision from the Educational Psychology service.

LSA training includes the same core list as for teachers above, plus Nurture Group Network training and ELSA training.

Privately commissioned experts

- Speech and Language Therapist: Aqila Khan — Blossom Tree Speech and Language Therapy Ltd (1 day per week).
- Educational Psychologist: [name] — [provider], privately commissioned by the school.
- Counsellor and Art Therapist: Tracy Salmon (1 day per week, via BDSIP), 4 pupils per day.

We also receive an allocation of Educational Psychology time from the Local Authority.

[Confirm the privately commissioned Educational Psychology arrangement, so that this section agrees with Section 24 of the SEND Policy.]

External agencies and experts

Whenever necessary we work with external support services to meet the needs of our pupils with SEN and to support their families, including speech and language therapists, educational psychologists, occupational therapists, GPs and paediatricians, school nurses, health visitors, the Joseph Clarke Outreach Service (visual impairments), Teacher of the Deaf, CAMHS, education welfare officers, social services, Portage, voluntary sector organisations, and BDSIP.

3. What should I do if I think my child has SEN?

If you think your child might have SEN, the first person you should tell is your child's teacher. You can request to meet with them at any time via the school office, and you will be invited to a parents' evening with your child's teacher three times per year.

The class teacher will pass the message on to our SENCo or Deputy SENCo, who will be in touch to discuss your concerns. You can also request to meet with the SENCo or Deputy SENCo directly, via the school office. We will meet with you to discuss your concerns and try to get a better understanding of your child's strengths and difficulties, and together we will decide what outcomes to seek and agree next steps.

If we decide that your child needs SEN support, your child will be added to the school's SEND register. A Pupil Profile will be written by your child's teacher, detailing your child's needs and how to support them. If your child needs support that is additional and different to that which is ordinarily available, they will also have a Personal Learning Plan detailing targets and the provision needed.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and will regularly review any pupils who aren't making the expected level of progress in their schoolwork, personally, socially or emotionally. This might include assessments of academic levels, observations in class or in other contexts, or other assessment tools such as SNAP-B or SDQ.

If a teacher notices a pupil falling behind, they will try to identify any gaps in learning and provide extra support through adapted provision or intervention. If the pupil is still struggling to make expected progress, the teacher will talk to the SENCo or Deputy SENCo and contact you to discuss the possibility that your child has SEN. A SEND Support Request Form will be completed with you, and next steps proposed.

The SENCo or Deputy SENCo will usually observe the pupil, discuss progress with teachers, compare progress with peers and national data, and ask for your opinion and your child's input, as well as, where appropriate, the opinion of external experts. Based on this information, they will decide whether your child needs SEN support and, if so, your child's name will be added to the SEN register and a Personal Learning Plan created with you.

5. How will the school measure my child's progress?

We follow the 'graduated approach' to meeting your child's SEN needs — a continual four-part cycle:

- **Assess:** if your child is not making expected progress, we assess their strengths and difficulties, with input from you, your child, and external professionals where necessary.
- **Plan:** in discussion with you and your child, we decide the outcomes we are hoping to achieve and the support we will offer, and share a record of this with you and relevant staff.
- **Do:** the class teacher, supported by the SENCo or Deputy SENCo, works with your child daily and ensures the support in place is having the intended impact.
- **Review:** we assess how well the support helped your child meet the outcomes set, and use our improved understanding of their needs to refine the support offered.

This process is continual. If review shows a pupil has made progress, they may no longer need additional SEN support; for others, the cycle continues and targets, strategies and provision are revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress. Your child's class teacher will meet you three times per year, during consultation evenings, to set clear outcomes, review progress towards them, discuss the support we will put in place, and identify what we, you and your child will each do. The SENCo or Deputy SENCo may also attend these meetings.

We know you are the expert when it comes to your child's needs and aspirations, and we want your insight into what would work best for them. If your child's needs or aspirations change at any time, please let us know so we can keep our provision as relevant as possible. If you have concerns between meetings, please contact your child's class teacher via the school office.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence; we recognise that no two children are the same, so we decide on a case-by-case basis, with your input. We may seek your child's views by asking them to attend meetings, prepare a presentation, written statement, video or drawing, discuss their views with a representative member of staff, complete a survey, or through observation and feedback from staff who work closely with them.

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all pupils in their class. Quality First Teaching (QFT) is our first step in responding to your child's needs via our Profectus model, and we make sure your child has access to a broad and balanced curriculum wherever appropriate. Teaching staff receive training on the EEF Five-a-day approach: explicit instruction; cognitive and metacognitive strategies; scaffolding; flexible grouping; and using technology.

We adapt how we teach to suit the way the pupil works best; there is no 'one size fits all' approach. Adaptations include adapting our curriculum (grouping, 1-to-1 work, adapting teaching style or content), adapting our teaching (longer processing times, pre-teaching key vocabulary, reading instructions aloud), adapting our resources and staffing, using recommended aids (laptops, coloured overlays, visual timetables, larger font), and small-group support from Learning Support Assistants where necessary.

We may also provide the following in-house interventions or provisions:

- Artemis Class
- Atlantis Class
- Apollo Class
- Speech and Language
- Nurture / Social Skills Group
- Friendship Club
- ELSA
- Phonics group
- Literacy booster group
- Maths booster group
- Lexia licence

About Artemis, Atlantis and Apollo

Artemis, Atlantis and Apollo are internal, school-designed specialist provisions. They are not a Local Authority-commissioned Additional Resourced Provision. Each is designed and staffed for a maximum of 12 pupils: Artemis and Atlantis are staffed by three to four adults per class (a ratio of approximately 1:3 to 1:4), and Apollo is staffed by two adults per class (a ratio of approximately 1:6).

These figures reflect the school's own health and safety and curriculum-based risk assessment for each pathway, and are set out formally in the school's SEND Provision Staffing Risk Assessment and Deployment Policy and summarised in the school's SEND Provision Overview, both available on our website or on request. They reflect our current safe operational capacity — based on our staffing establishment, the rooms themselves and the needs of the children currently placed — and are kept under regular review.

Where a class has reached that capacity, we are not able to allocate a further place from within our own processes until one becomes available. This is not an admissions criterion; where the Local Authority names the school in a child's EHC plan, the position is as set out at Section 12 below.

In addition, with parent or carer consent, we are able to refer pupils for support from our internal specialist support. We may also seek parental consent for assessment and advice from our Speech and Language Therapist and Educational Psychologist.

Area of need	Condition	How we support these pupils
Communication and interaction	Autism spectrum disorder	Artemis Class, Atlantis Class, Apollo Class. Visual timetables, visual support and Widgit symbols, objects of reference, Now and Next, work stations, Attention Bucket, Intensive Interaction, sensory support, social stories, personal care support.
	Speech and language difficulties	Apollo Class. Speech and language intervention, Colourful Semantics, Lego Therapy, visual support and Widgit symbols, social skills, Lexia.
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope, wobble cushions, pencil grips, visual support, coloured overlays, reader pen, use of iPad or other technology, Chromebooks, Lexia.
	Moderate learning difficulties	Visual support, reader pen, use of iPad or other technology, Chromebooks, Lexia, targeted SEND support and intervention groups.
	Severe learning difficulties	Apollo Class. Visual support, reader pen, use of iPad or other technology, Chromebooks.
Social, emotional and mental health	ADHD, ADD	Quiet workstation, fidget toys, wobble cushion, sensory support, timers.
	Adverse childhood experiences and/or mental health issues	Nurture group, ELSA, Counsellor, Art Therapist, Boxing Futures intervention (summer term).
Sensory and/or physical	Hearing impairment	Visual support and Widgit symbols, input from Teacher of the Deaf (ToD), radio aid systems if suggested by the ToD.
	Visual impairment	Visual support and Widgit symbols, input from the Joseph Clarke service, adapted books, paper and rulers purchased with guidance from the Joseph Clarke service.

Area of need	Condition	How we support these pupils
	Multi-sensory impairment	Visual support and Widgit symbols, objects of reference, Now and Next, sensory input and support, tactile learning opportunities.
	Physical impairment	Personal care support, scheduled time for therapy input under the guidance of professionals, use of specialist equipment under the guidance of professionals.

These interventions are part of our contribution to the London Borough of Barking and Dagenham's Local Offer. Please note that we are not a specialist school.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by reviewing their progress towards their goals each term, reviewing the impact of interventions each term, using pupil questionnaires where appropriate, monitoring by the SENCo or Deputy SENCo, observations, feedback from professionals involved with the pupil, feedback from parents, and holding an annual review if they have an EHC plan.

10. How will school resources be secured for my child?

It may be that your child's needs mean we need to secure extra equipment or facilities, additional adult support, further staff training, or external specialist expertise. If that's the case, we will consult with external agencies to get recommendations, and may need to apply to the Local Authority for high needs top-up funding.

Where a child's needs point towards one of our internal specialist provisions (Artemis, Atlantis or Apollo), placement will depend on an assessment of need and on capacity within that class, as set out in Section 8 above and in the school's SEND Provision Staffing Risk Assessment and Deployment Policy.

Where your child has an EHC plan and we are not able to deliver in full the provision specified in Section F of that plan, we will tell you, and we will notify the Local Authority in writing so that it can take steps to secure that provision. The Local Authority is responsible for securing the provision in an EHC plan under section 42 of the Children and Families Act 2014.

11. How will the school make sure my child is included in activities?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. All pupils are encouraged to go on our school trips, including residential trips to Trewern and Stubbers, and to take part in sports day, school performances, special workshops and off-site visits. No pupil is excluded from these activities because of their SEN or disability, and we will make reasonable adjustments to ensure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

No pupil will be refused admission to Beam County Primary School on the basis of his or her special educational need. We will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. Please see our Admissions Policy for more information.

Admission requests for pupils with an EHC plan are considered as part of the EHC plan consultation process run by the Local Authority. At times, requests for in-year admissions may be subject to consideration under the Fair Access Protocol (FAP).

Our internal specialist provisions — Artemis, Atlantis and Apollo — are each designed and staffed for a maximum of 12 pupils, for the health and safety reasons set out in Section 8 above. This figure reflects our current safe operational capacity and is kept under regular review. Where a class is full, we are not able to allocate a further place from within our own processes until one becomes available.

If you would like your child to attend Beam and your child has an EHC plan, you can ask the Local Authority to name the school in Section I of the plan. That request is made to, and decided by, the Local Authority under the Children and Families Act 2014 — not by the school. When the Local Authority consults us, we respond within the statutory timescale and set out any concerns we have, supported by evidence. Where the Local Authority names Beam in a child's finalised EHC plan, the school will admit your child in accordance with its statutory duty, and will work with the Authority to make sure the provision set out in the plan is secured.

13. How does the school support pupils with disabilities?

Beam County Primary School takes all necessary steps to prevent disabled pupils being treated less favourably than other pupils. We have made changes to our school access, building and hygiene facilities to support those with physical disabilities and impairments. Please see our Accessibility Plan for more information.

14. How will the school support my child's mental health and emotional and social development?

- All classes use a daily 'well-being check in' and have Worry Bags.
- Pupils in Key Stage 2 have access to Toot Toot.
- Pupils with SEN are encouraged to be part of the school's pupil parliament and all after-school clubs, to promote teamwork and friendships.
- We run nurture groups and provide ELSA sessions for pupils who need additional support with social or emotional development, or where pupils have been affected by situations such as bereavement.
- Pupils can be referred to the counsellor or Art Therapist, and referrals can be made to CAMHS where appropriate.
- Pupils can access the Boxing Futures intervention in the summer term.
- Behaviour is understood as communication. Our behaviour policy is based on relational practice and employs a restorative, rather than punitive, approach. We have a 'zero tolerance' approach to bullying — please see our behaviour and anti-bullying policies for more information.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

We ask both the current and next year's teacher to attend a transition meeting where the pupil's SEN is discussed, schedule time with the incoming teacher towards the end of the summer term, and give parents the opportunity to meet the incoming teacher during the summer parents' evening and 'Meet the Teacher' event.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting, and may make contact with the SENCo at your child's new school.

Between phases (moving to Key Stage 3)

The SENCo or Deputy SENCo and Year 6 teachers attend a transition day event hosted by the Local Authority during the summer term, and pupils are identified and discussed with the secondary school SENCo, who is invited into our school to discuss the needs of all children receiving SEN support or with an EHC plan. Pupils are prepared for transition by meeting key staff from the new school, transition visits, learning to get organised independently, and the use of social stories.

16. What support is in place for looked-after and previously looked-after children with SEN?

Mr Anderson is our Designated Safeguarding Lead (DSL) and has responsibility for looked-after and previously looked-after children. He will work with our SENCo and Deputy SENCo to make sure all teachers understand how a looked-after or previously looked-after pupil's circumstances and SEN might interact. Looked-after pupils will have a Personal Education Plan (PEP), and we will make sure the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Please see our Complaints Procedure for more information. Complaints about SEN provision should be made to your child's class teacher or the SENCo or Deputy SENCo in the first instance.

If you are not satisfied with the school's response, you can escalate the complaint; in some circumstances this right also applies to the pupil themselves. For a full explanation of suitable avenues for complaint, see the section on resolving disagreements in the SEND Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the First-tier Tribunal (SEND): <https://www.gov.uk/complain-about-school/disability-discrimination>. You can make a claim about alleged discrimination regarding admission, exclusion, provision of education and associated services, and making reasonable adjustments, including the provision of auxiliary aids and services.

Decisions made by the Local Authority — including a decision about which school is named in your child's EHC plan — are appealed to the First-tier Tribunal (SEND) or raised through the Local Authority's complaints process, not through the school's complaints procedure.

Before going to a Tribunal, you can go through disagreement resolution or mediation. Please see the Barking and Dagenham Local Offer for further information: www.localoffer.lbdd.gov.uk

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch. To see what support is available to you locally, have a look at Barking and Dagenham's Local Offer: www.localoffer.lbdd.gov.uk.

We are aware that some of our families live at addresses that fall within the Havering Local Authority; information about Havering's Local Offer can be found at www.familyserviceshub.havering.gov.uk

Our local SENDIASS organisation is Carers Centre SA Ltd (0208 593 4422, www.carerscentre.org.uk). Local charity support includes the Children and Young People Disability Hub (0208 227 5500). National charities offering information and support include IPSEA, SEND Family Support, NSPCC, Family Action, and Special Needs Jungle.

19. Glossary

Term	Meaning
Annual review	An annual meeting to review the provision in a pupil's EHC plan.
Area of need	The four broad types of need a pupil with SEND can have: communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health.
Artemis, Atlantis and Apollo	The school's three internal specialist SEND provisions. Each is an internal, school-designed and school-funded provision (not a Local Authority-commissioned Additional Resourced Provision) and is designed and staffed for a maximum of 12 pupils, at ratios set out in the school's SEND Provision Staffing Risk Assessment and Deployment Policy. This figure reflects the school's current safe operational capacity and is kept under regular review.
CAMHS	Child and adolescent mental health services.
Adaptive teaching	When teachers adapt how they teach in response to a pupil's needs.
EHC needs assessment	The first step towards securing an EHC plan; the Local Authority assesses whether a child needs one.
EHC plan	A legally binding document setting out a child's needs and the provision that will be put in place to meet them.
First-tier Tribunal (SEND)	A court where you can appeal Local Authority decisions about EHC needs assessments or plans, and claim discrimination by a school or Local Authority because of SEND.
Graduated approach	Providing SEN support through successive cycles of assessing, planning, doing and reviewing.
Intervention	A short-term, targeted approach to teaching a pupil with a specific outcome in mind.
Local Offer	Information provided by the Local Authority explaining what services and support are on offer for pupils with SEN in the local area.
Outcome	A target for improvement for pupils with SEND, not necessarily related to academic attainment.
Reasonable adjustments	Changes the school must make to remove or reduce any disadvantage caused by a child's disability.
Section F	The part of an EHC plan that sets out the special educational provision the child must receive. The Local Authority is responsible for securing it.

Term	Meaning
Section I	The part of an EHC plan that names the school or setting the child will attend.
SENCo	The special educational needs co-ordinator.
SEN	Special educational needs.
SEND	Special educational needs and disabilities.
SEND Code of Practice	The statutory guidance schools must follow to support children with SEND.
SEN information report	This report, which schools must publish on their website, explaining how the school supports pupils with SEN.
SEN support	Special educational provision which meets the needs of pupils with SEN.
Transition	When a pupil moves between years, phases, schools, institutions or life stages.