

BEAM COUNTY PRIMARY SCHOOL

SEND Provision Overview

Leadership of SEND: embedding social justice through our specialist provision offer

Version: 2.0**Approved by (Headteacher):** Ms T Whittington — Date: _____**Ratified by (Chair of Governors):** Mr L Du Plooy — Date: _____**Next review due:** July 2027

A Social Justice Approach to SEND Leadership

At our school, we recognise that true inclusion is about equity, not just equality. A socially just education system ensures that every child receives the right level of support to access high-quality learning, rather than assuming that the same provision works for all pupils. We do not see specialist provision as segregation but as a means of ensuring fairness - giving pupils what they need to make progress.

Our SEND leadership is rooted in the principles of social justice, ensuring that pupils with complex needs:

- Have access to a curriculum that meets their needs, rather than being excluded from learning due to barriers.
- Develop confidence and independence through a carefully designed balance of specialist support and mainstream integration.
- Experience meaningful participation in the school community, rather than mere physical presence in a mainstream classroom.

This aligns with Rawls' Theory of Justice (1971), which argues that fairness is about ensuring the most disadvantaged receive the greatest support. It also reflects the OECD's Equity Model (2018), which highlights the need for proportional resource allocation in education to close the gap for vulnerable learners.

Addressing Systemic Inequalities in Education

Research consistently highlights that children with SEND are at greater risk of educational disadvantage, exclusion, and long-term social inequality (Gillborn, 2018; EEF, 2022). Our specialist provision offer directly addresses these systemic issues by:

- Reducing exclusion rates by providing a structured, supportive learning environment that meets pupils' individual needs.
- Ensuring social inclusion by integrating pupils into whole-school activities, such as productions, sports events, and trips, while also offering targeted and personalised interventions.
- Providing access to a broad and ambitious curriculum, ensuring pupils are not given a diluted version of learning but instead receive tailored, high-quality teaching that builds on their strengths.

The SEND Code of Practice (2015) and the UN Convention on the Rights of Persons with Disabilities (2006) emphasise the importance of education systems adapting to the needs of pupils, rather than expecting pupils to adapt to rigid systems. By embedding this principle into our SEND leadership, we ensure that our provision is built around pupils' needs, rather than forcing pupils to fit into a one-size-fits-all model.

A Commitment to Inclusive Excellence

Our approach ensures that specialist provision is not a lower-tier system but an equally valued and rigorous educational pathway. This commitment to excellence is reflected in:

- Curriculum planning: our specialist provision has the same high expectations as mainstream learning, with adaptations to ensure accessibility.
- Strong pastoral support: we prioritise emotional wellbeing, resilience-building, and self-advocacy, ensuring pupils leave school with the skills they need for independence.
- Staff expertise and professional development: we provide training for staff to ensure high-quality teaching and strategies. We work with other professionals and organisations to source specialist training and input.
- Focus on effective communication: we prioritise the development of children’s receptive and expressive language. We recognise that communication is vital for social, emotional, and academic progress.

This aligns with the principles of culturally responsive and justice-oriented education (Ladson-Billings, 1995), which emphasises high expectations and meaningful inclusion rather than tokenistic integration.

Provision with Purpose

The rationale for our SEND provision is a deliberate act of social justice, ensuring that pupils with complex needs are not marginalised within the education system. By designing a specialist provision offer that is aspirational, inclusive, and structured, we:

- Challenge systemic inequalities that limit the potential of pupils with SEND.
- Promote inclusion that is meaningful, not performative.
- Ensure that every pupil has access to the education they deserve — one that is built around their strengths, needs, and aspirations.

This approach is not just about meeting statutory requirements; it is about leading with moral purpose to create a more just and equitable education system.

Our Provisions

We operate three internal specialist provisions, which we refer to collectively as our Inclusion Bases, in line with the terminology proposed in the Department for Education’s 2026 SEND reform consultation:

- Artemis Class — Early Years pre-formal pathway.
- Atlantis Class — pre-formal pathway.
- Apollo Class — semi-formal pathway.

These are internal provisions, designed, staffed and funded by the school as part of its own SEND offer. They are not a Local Authority-commissioned or formally designated Additional Resourced Provision. The school previously operated a fourth provision, Altiora Quaerite (AQ), a formal-with-nurture pathway; this has been discontinued and is no longer offered.

Places, capacity and admissions

Each class is designed and staffed for a maximum of 12 pupils. Artemis and Atlantis are staffed by three to four adults per class; Apollo is staffed by two adults per class. These figures 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. They are set out in full in our SEND Provision Staffing Risk Assessment and Deployment Policy.

Places are allocated from the current school roll, following assessment, professional advice and discussion with parents and carers, the SENCo and the Senior Leadership Team. Where a class is full, we are not able to allocate a further place from within our own processes until one becomes available.

If your child does not currently attend Beam and has an Education, Health and Care Plan, you can ask the Local Authority to name our 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 plan, we will admit your child in accordance with our statutory duty, and will work with the Authority to secure the provision set out in the plan.

In all such discussions, our first consideration is the safety, wellbeing and quality of education of the pupils already attending the provision, alongside our duties to the pupil seeking a place.

Artemis Class: Early Years Pre-Formal Pathway

In Greek mythology, Artemis was the protector of the young. In choosing this name we recognise our youngest pupils with the most complex needs, and our responsibility to keep them safe, settled and known as they begin school life.

Learners on this curriculum pathway are of Early Years Foundation Stage age and will usually have complex communication and interaction difficulties alongside sensory difficulties, social interaction difficulties or behavioural needs. Children tend to be non-verbal or pre-verbal and need adult support with self-help, self-care and self-regulation. They are typically working below the level of the national curriculum and are not usually engaged in subject-specific study.

The primary intent of our Artemis provision is to give our youngest pupils with complex SEND a secure, predictable start to school, and to build the earliest foundations for learning: beginning to look and attend, beginning to communicate, beginning to relate, beginning to play, and beginning to coordinate the body. We follow a thematic approach using the ethos of the Early Years — unique child, positive relationships, and enabling environments — with the prime areas of learning (physical development, communication and language, and personal, social and emotional development) as core considerations. Opportunities for sensory input, exposure and exploration are embedded throughout the day.

Because our children in Artemis are very young and new to school, settling in, transition and close daily contact with families are central to the way the class works. We work closely with early years and health professionals, including Portage, health visitors and community paediatricians, alongside our Speech and Language Therapist and Educational Psychologist, so that planning recognises each child's individual strengths and areas of development.

We offer a small, highly specialist team of staff, which allows us to provide an environment where safe and secure relationships can develop and where trust and a sense of belonging are key objectives. Staff use a total communication approach, drawing on visual schedules, objects of reference, now and next boards, core boards, sound buttons, Widgit symbols, Makaton sign and spoken language. Staff are trained to deliver targeted interventions including Intensive Interaction, Attention Autism and TEACCH approaches, in addition to being proficient in first aid, Team Teach, Makaton and the Engagement Model.

Assessment outcomes depend on children's levels of development and may include reference to the Engagement Model and the EYFS as part of our statutory assessment processes. We also use PIVATS on an ongoing basis as our in-school assessment measure, allowing us to track the smaller steps of progress our children make.

Artemis is designed and staffed for a maximum of 12 pupils. Please see 'Places, capacity and admissions' above for how places are allocated.

Artemis Provision

Homework	Vocabulary	Reading	Partnership with parents and carers
[To be confirmed by the Artemis team before publication.]	[To be confirmed by the Artemis team before publication.]	[To be confirmed by the Artemis team before publication.]	Parents are fully informed about the provision offer and rationale for their child Access to Tapestry (soon to move to Evidence for Learning) Access to input from Speech and Language Therapist and Educational Psychologist Support with referrals, including EHC plan requests Extended parent meeting offers each term Meetings with provision staff and year group staff Personalised reports Invited to parent CPD relevant to their child Invited to parent coffee mornings Support with transition, including staff support for school visits if needed

Atlantis Class: Pre-Formal Pathway

The mythical city of Atlantis has captured human imagination for centuries. By using this name for our class, we hope to inspire a sense of wonder, curiosity, and imagination through a play-based, pre-formal curriculum, which meets the developmental, sensory, and social needs of our pupils.

Learners on this curriculum pathway will usually have complex communication and interaction difficulties alongside complex social interaction difficulties, sensory difficulties, or behavioural needs. Pupils tend to be non-verbal or pre-verbal and need adult support with self-help, self-care, and self-regulation. Pupils are typically working below the level of the national curriculum and are not usually engaged in subject-specific study.

As such, we pride ourselves on providing our pupils with a curriculum and classroom that allows them to feel safe, calm, and accepted. We nurture our pupils with activities and experiential opportunities that help them to engage with the people and environment around them, so that they can make sense of their world. Pupils will have access to assessments by both a speech and language therapist and an educational psychologist, in order to guide staff with personalised planning that recognises individual strengths and areas of development.

The primary intent of our Atlantis provision is to engage pupils with complex SEND, through meaningful, developmentally appropriate experiences that build on their interests and strengths and support their language and sensory needs. Adopting an approach that advocates developmentally appropriate practice does not mean making things easier for pupils. Rather, it means ensuring their experiences and targets are suited to their learning, development, and sensory needs and, at the same time, are challenging and personalised enough to promote their progress and interest.

Pre-formal learning involves learning to regulate, to manage emotions, to develop relationships with others and to begin to understand language as a means of communication. We follow a thematic approach using the ethos of the Early Years — unique child; positive relationships; and enabling environments. Our approach is skills and context based and focuses on language, engagement, and experience. This allows us to support pupils to develop the essential pre-requisites for learning, such as beginning to look and attend, beginning to communicate, beginning to relate, beginning to play, and beginning to coordinate the body. We believe that establishing a secure foundation in this way supports our pupils to be able to access more formal learning when they are ready.

Within our Atlantis provision, we embrace Early Years pedagogy and strongly believe that a play-based approach is essential to supporting our pupils' development. As such, the prime areas of learning from within the EYFS (physical development, communication and language and personal, social, and emotional development) are core considerations. In addition, opportunities for sensory input, exposure and exploration are embedded throughout the day.

We offer a small, highly specialist team of staff. This allows us to provide an environment where safe and secure relationships can develop and where trust and a sense of belonging are key objectives. The needs of our pupils require staff to be attentive and attuned to their interactions and sensory needs. They get to know each pupil through observations and by forming strong links with parents and carers, so that they can guide and mediate progress in all areas of development.

Staff are trained to deliver targeted interventions such as Intensive Interaction, Attention Autism, TEACCH approaches and Colourful Semantics, in addition to being proficient in first aid, Team Teach, Makaton, the Engagement Model and PIVATS.

The school day is anchored around routines which are consistent and predictable and where change can be supported by safe and familiar adults. We use a combination of tools to assist pupils' understanding including visual schedules, objects of reference, now and next boards, core boards, sound buttons, Widgit symbols, Makaton sign, spoken language, and written language. We adopt a total communication approach which involves finding and using the right combination of communication methods for each individual pupil. This may include the use of visual aids, signs, gestures, body language, and speech. We believe that this approach enables pupils to successfully make their needs known in whatever way they can.

Assessment outcomes will depend on pupils' levels of development but may include reference to the Engagement Model, EYFS or Pre-Key Stage Standards as part of our statutory assessment processes. The Engagement Model uses a pupil-centred approach and complements the EYFS observational methods through regular observational assessment against five interrelated areas of engagement: exploration, realisation, anticipation, persistence and initiation.

[Insert the Engagement Model diagram here.]

In addition to this, we use PIVATS assessments on an ongoing basis as our in-school assessment measure. PIVATS allow us to track the smaller steps of progress our pupils make and provide a tool to measure progress in areas such as personal and social development.

We recognise that pupils with complex and profound SEND may require a curriculum and classroom offer that is significantly adapted to that which can be provided within a mainstream setting. That is why we have developed a tailored approach that is specifically designed to meet their needs and to provide holistic learning and development opportunities at a developmentally accessible level.

Atlantis is designed and staffed for a maximum of 12 pupils. Please see ‘Places, capacity and admissions’ above for how places are allocated.

Atlantis Provision

Homework	Spellings	Reading	Partnership with parents and carers
Homework is set on a Friday and is personalised for each pupil. Information on the learning theme and story is shared with parents.	Spellings are sent home weekly, using Widgit symbols to support, and may relate to developing pupils’ receptive and expressive vocabulary. Spelling and vocabulary checks take place on Tuesdays and Wednesdays.	Children read with staff daily. Books are changed weekly. Songs and music form a key part of language development. The development of receptive and expressive vocabulary is key. All pupils have a Lexia account which can be accessed from home. Online links to stories or songs explored in class are shared with parents.	Parents are fully informed about the provision offer and rationale for their child Access to Tapestry (soon to move to Evidence for Learning) to allow parents and carers to be more involved in their child’s learning journey Access to input from Speech and Language Therapist and Educational Psychologist Support with referrals for pupils, including EHC plan requests Extended parent meeting offers each term Meetings with provision staff and year group staff Personalised reports Lexia log in sent home Invited to parent CPD relevant to their child Invited to parent coffee mornings Support with transition, including staff support for school visits if needed

Apollo Class: Semi-Formal Pathway

The name ‘Apollo’ is derived from Greek mythology, where Apollo was a god associated with music, arts, knowledge, and healing. By choosing this name, we draw inspiration from the qualities and attributes of Apollo and recognise the unique potential and abilities of the pupils within this class. Apollo was often seen as a symbol of enlightenment and knowledge, representing hope and growth. The name Apollo therefore signifies our commitment to providing a nurturing and intellectually stimulating environment, wherein our pupils can progress, develop new skills, and overcome challenges.

Learners on this curriculum pathway will usually have severe learning difficulties with co-occurring speech, language and communication needs, social communication difficulties or other sensory impairments. Pupils are usually working at a pre-key stage level and may need support with their interpersonal skills, self-help, language and communication, as well as with their learning.

The primary intent of our Apollo provision is to offer learning opportunities and a learning environment that meets the unique needs and abilities of each pupil, with an approach that focuses on developing the practical application of skills and knowledge. Our provision centres around the development of pupil voice and choice, fostering positive social and communication skills and supporting the development of receptive and expressive language and comprehension. Pupils will have access to assessments by both a speech and language therapist and an educational psychologist, in order to guide staff with personalised planning that recognises individual strengths and areas of development.

Semi-formal learning requires a high level of adult support and a highly adapted and personalised curriculum offer. A semi-formal pathway provides pupils with experiences and opportunities that promote the development of functional skills, communication, emotional wellbeing, confidence, and independence. At the heart of our approach is the awareness that our pupils learn differently, so whilst we accept the desirability of providing a broad and balanced curriculum, it must be wholly appropriate to the needs of each learner. Pupils are developing emergent skills and require personalised input but may also be able to access aspects of the National Curriculum, with adaptations and support.

Within our Apollo provision we follow a thematic approach using the ethos of the Early Years — unique child; positive relationships; and enabling environments. Our curriculum is developmental and not specifically linked to age or key stage. Learning is skills, knowledge and context based and provides pupils with language-rich opportunities that continually foster the development of interpersonal skills, communication, and independence. Carefully planned continuous provision further provides pupils with the freedom to explore and become independent in making choices and generalising their learning. Where pupils are able to access content from the early stages of the National Curriculum they are supported to do so, taking account of their individual learning needs, styles, and preferences.

Pupils within our Apollo provision may also access individual support in the form of speech and language therapy, Lego Therapy, Colourful Semantics, Lexia, Nurture Group sessions or Social Skills groups. Staff are trained to deliver targeted interventions such as Intensive Interaction, Attention Autism, TEACCH approaches, Lego Therapy and Colourful Semantics, in addition to being proficient in first aid, Team Teach, Makaton, and PIVATS.

We have close working partnerships with parents, professionals, and school subject leads, to ensure that our approach considers pupils' development holistically. We strongly believe that taking a holistic approach is necessary for our pupils to reach their full potential and to become happy, satisfied, and independent young people. Pupils are supported to make academic progress and are also supported to be able to express their emotions, develop friendships, take care of their bodies and to foster a lifelong love of learning. Developing the use of functional expressive communication is a key objective, with vocabulary development underpinning all aspects of the provision.

Assessment outcomes will typically reference Pre-Key Stage Standards as part of our statutory assessment. In addition, we use PIVATS assessments on an ongoing basis as our in-school assessment measure. PIVATS allow us to track the smaller steps of progress our pupils make and provide a tool to measure progress in areas such as personal and social development.

We recognise that pupils who have severe learning difficulties and other developmental or sensory challenges will require a high level of additional support and highly adapted teaching to reach their full potential in all areas of their development. That is why we have developed a tailored approach specifically designed to meet the needs of these pupils and support them on their educational journey.

Apollo is designed and staffed for a maximum of 12 pupils. Please see 'Places, capacity and admissions' above for how places are allocated.

Apollo Provision

Homework	Spellings	Reading	Partnership with parents and carers
Homework is sent home every Friday and is collected the following Tuesday. Homework usually includes literacy, maths, and spellings.	Spellings are in line with pupils' phonics groups and levels and may be personalised per pupil. Widgit symbols may be used to support understanding. Spelling tests take place weekly, Wednesday to Friday.	Children read with staff daily. Books are changed weekly. Songs and music are used to support language development. The development of receptive and expressive vocabulary is key, alongside comprehension and questioning. Daily access to Colourful Semantics. All pupils have a Lexia account which can be accessed from home.	Parents are fully informed about the provision offer and rationale for their child Access to Tapestry (soon to move to Evidence for Learning) to allow parents and carers to be more involved in their child's learning journey Access to input from Speech and Language Therapist and Educational Psychologist Support with referrals for pupils, including EHC plan requests Extended parent meeting offers each term Meetings with provision staff and year group staff Personalised reports Lexia log in sent home Invited to parent CPD relevant to their child Invited to parent coffee mornings Support with transition, including staff support for school visits if needed

Related Documents

This overview should be read alongside:

- SEND Policy
- SEN Information Report
- SEND Provision Staffing Risk Assessment and Deployment Policy
- Accessibility Plan
- Admissions Policy

All are published on the school website.

Version Control

Version	Date	Summary of change	Approved by
1.0	[original]	Provision Overview covering Atlantis, Apollo and Altiora Quaerite (AQ).	
2.0	_____	Altiora Quaerite (AQ) sections removed following discontinuation of that provision. Artemis Class section added. Capacity and admissions information consolidated	Ms T Whittington / Mr L Du Plooy

Version	Date	Summary of change	Approved by
		into a single section and revised to reflect the statutory framework governing admissions to a maintained school. Terminology aligned to the SEND Policy ('specialist provision' and 'Inclusion Bases'). Version control introduced.	

Superseded versions of this document are retained and dated by the school.