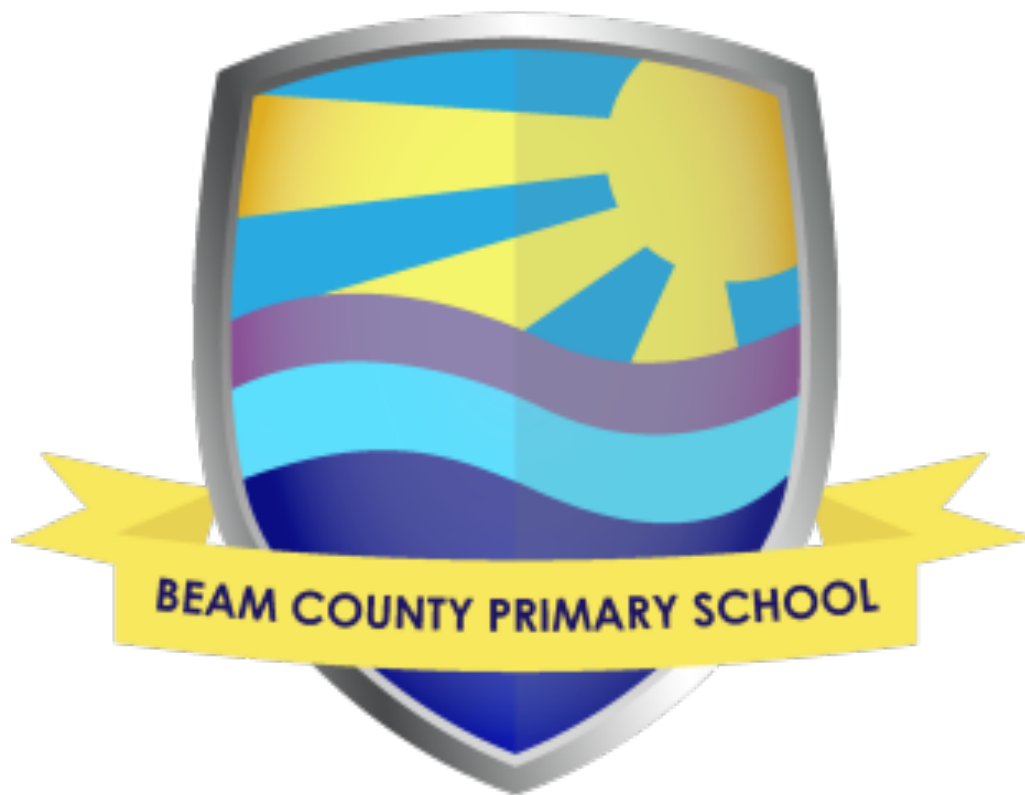


Special Educational Needs and Disability (SEND) Policy



Approved by: Mr Lando Du Plooy, Chair of the Governing Body

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Last reviewed on: June 2026

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1. Introduction

Beam County Primary School is committed to providing an appropriate and high-quality education to all of our pupils. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Beam County Primary School is committed to inclusion. Part of the school's aim is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. Our response will consider the best ways in which to meet children's needs and enable them to make good progress.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment, and background. We pay particular attention to the provision for and the achievement of different groups of learners, including: girls and boys; minority ethnic and faith groups, Travellers, asylum seekers and refugees; learners who need support to learn English as an additional language (EAL); learners with special educational needs; learners who are disabled; those who are more able; those who are looked after by the local authority; those who are sick, young carers, or in families under stress; and any learners at risk of disaffection and exclusion.

Our school is staffed by a team of qualified teachers and learning support assistants (LSAs). The whole team is committed to providing a welcoming and stimulating environment to support the needs and develop the learning of the children and families in our community.

This policy describes the way we meet the needs of children who experience barriers to their learning. These may relate to sensory or physical impairment, learning difficulties, emotional or social development, or factors in their environment, including the learning environment they experience in school.

2. Mission Statement for Beam County Primary

At Beam County Primary School, we pride ourselves in providing opportunities that allow every child to develop to their full potential. We value all children as individuals, recognising that they have a range of needs, abilities and experiences, and aim to ensure that every child feels that they are a respected part of our school community. We have high expectations of all children and promote an ethos of 'achievement for all' through the removal of barriers to learning and participation.

We aim to promote early identification of children who have SEND, in order for them to reach their potential, and hope to work in close partnership with parents to achieve this. Class teachers work in partnership with parents, and where necessary other agencies, to ensure that children with SEND are provided with an individually tailored education that will facilitate the best possible progress.

We recognise that access to inclusive, highest quality teaching is a priority for all children — this is considered to be Universal or Wave 1 of our support for learning. Targeted or Wave 2 support includes additional interventions to enable children to work at age-related expectations. Specialist or Wave 3 incorporates our SEND interventions, which are additional and highly personalised, and includes our three internal specialist provisions — Artemis, Atlantis and Apollo — described in Section 7a below.

3. Inclusion Statement

Beam County Primary School sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents and carers and the community. We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. At the heart of our approach is the awareness that some pupils may learn differently, so whilst we accept the desirability of providing a broad and balanced curriculum, we consider that it must be wholly appropriate to the needs of each learner.

Our SEND policy reinforces the need for highest quality teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

4. Aims and Objectives of this Policy

- To ensure that Beam County Primary School fully implements national legislation and guidance regarding pupils with SEND.
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs and disabilities.
- To set out how Beam County Primary School will identify pupils with SEND; support and make provision for them; provide them access to all aspects of school life; communicate with, and involve, pupils with SEND and their parents and carers in discussions and decisions; and coordinate and support transitions for pupils with SEND.

5. Definitions

5.1 Special educational needs

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.' A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age, or would do so if special educational provision was not made for them (section 20, Children and Families Act 2014).

Many children and young people who have SEN may have a disability under the Equality Act 2010 — that is, 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. There is a significant overlap between disabled children and young people and those with SEN, and where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition (SEND Code of Practice: 0–25 years (2015), p.15).

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities. The school will make reasonable adjustments for

pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The four areas of need

The needs of pupils with SEND are grouped into four broad areas. Pupils can have needs that cut across more than one area, and their needs may change over time.

- Communication and interaction: pupils have difficulty communicating with others — understanding what is said to them, expressing themselves, or understanding and using the social rules of communication. Pupils on the autism spectrum often have needs in this category.
- Cognition and learning: pupils usually learn at a slower pace than their peers, including specific learning difficulties (dyslexia, dyscalculia, dyspraxia), moderate learning difficulties, severe learning difficulties, and profound and multiple learning difficulties.
- Social, emotional and mental health: pupils may have mental health difficulties such as anxiety, depression or an eating disorder; attention deficit disorder, ADHD or attachment disorder; or may have experienced adverse childhood experiences. These needs can manifest as challenging, disruptive or disturbing behaviour, or as withdrawal or isolation.
- Sensory and/or physical: pupils have a disability that hinders them from accessing the educational facilities generally provided, such as a sensory impairment (vision, hearing or multi-sensory) or a physical impairment, and may need ongoing additional support and equipment.

6. Legislation and Guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND.
- Section 33 of the Children and Families Act 2014 (the presumption of mainstream education) and sections 38 and 39 of the Act, which govern parental requests for a particular school and the Local Authority's decision whether to name it.
- Section 43 of the Children and Families Act 2014, under which the governing body of a school named in Section I of a finalised EHC plan must admit the child.
- Sections 42 and 66 of the Children and Families Act 2014, which place responsibility for securing the provision specified in an EHC plan on the Local Authority, and require the school to use its best endeavours to secure the special educational provision called for by a pupil's needs.
- The Special Educational Needs and Disability Regulations 2014, which set out Local Authorities' and schools' responsibilities for EHC plans, SENCOs and the SEN information report.
- The Equality Act 2010 (section 20 and Schedule 13), which sets out the school's duties to make reasonable adjustments for pupils with disabilities.
- The Public Sector Equality Duty (section 149, Equality Act 2010), covering the elimination of discrimination, harassment and victimisation, and advancing equality of opportunity.
- The Governance Handbook, which sets out governors' responsibilities for pupils with SEND.
- The School Admissions Code, which sets out the school's obligation to admit a pupil whose EHC plan names the school, and its duty not to unfairly disadvantage children with a disability or SEN.
- The Health and Safety at Work etc. Act 1974 and the Management of Health and Safety at Work Regulations 1999, which underpin the staffing ratios and capacity determinations made for the school's internal specialist provisions, described in Section 7a.

6a. Anticipated National SEND Reform

On 23 February 2026, the Department for Education published a Schools White Paper, 'Every Child Achieving and Thriving', alongside a formal consultation, 'SEND reform: putting children and young people first', which closed on 18 May 2026. The proposals include a new three-layer support structure (Universal, Targeted/Targeted Plus and Specialist), Individual Support Plans, nationally defined Specialist Provision Packages, a commitment to update the SEND Code of Practice and School Admissions Code, and a proposal to replace terms such as 'SEN unit' and 'resourced provision' with 'Inclusion Bases'. The school has adopted this descriptive term for Artemis, Atlantis and Apollo ahead of any formal change, as set out in Section 7a.

As at the date of this policy, the government has not yet published its response to the consultation, and the proposals are not law. Legislative change is not expected before September 2029, and the Department has confirmed there will be no changes to EHCP support before at least September 2030. This policy therefore continues to be based on the Children and Families Act 2014, the SEND Code of Practice (2015), the SEND Regulations 2014, and the Equality Act 2010, which remain the current statutory framework in full force.

The school will monitor the progress of this reform and will review this policy — including Section 7a below — as soon as the government publishes its formal consultation response, and again on publication of any revised SEND Code of Practice or Admissions Code, rather than waiting for the policy's next scheduled full review.

7. Admission Arrangements

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children, and we will take all reasonable steps to provide effective educational provision (please see the school's Admissions Policy).

Admissions are determined in accordance with the school's Admissions Policy, the School Admissions Code, Part 3 of the Children and Families Act 2014 and the Equality Act 2010. As a maintained school, we co-operate with the Local Authority in the exercise of its functions to secure suitable education for children with Education, Health and Care Plans.

Where the Local Authority consults the school under section 39 of the Children and Families Act 2014 about naming the school in an EHC plan, the school will respond within the statutory 15-day period, and will make any representations it considers necessary, supported by evidence.

Where the Local Authority names the school in Section I of a finalised EHC plan, or issues a direction as to admission, the governing body will comply with its duty under section 43(2) of the Children and Families Act 2014 to admit the child. Where the school has concerns about its capacity to meet a pupil's needs, about health and safety, or about the impact on the efficient education of other pupils, those concerns are raised with the Local Authority, supported by evidence, and are pursued through professional dialogue and the statutory processes available. They are not treated as grounds for refusing admission.

Where the school considers that it cannot deliver the special educational provision specified in Section F of a plan within its current staffing establishment and safe operating capacity, it will confirm that in writing to the Local Authority at the earliest opportunity, setting out the evidence and the additional resource required, and will work with the Authority to enable it to discharge its duty under section 42 of the Act.

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.

7a. Internal Specialist Provision: Artemis, Atlantis and Apollo

Alongside SEN Support delivered within mainstream classes, the school operates three internal specialist provisions as part of its Wave 3 / Specialist offer:

- Artemis Class — an Early Years pre-formal pathway for EYFS-age pupils with complex communication, sensory and interaction needs.
- Atlantis Class — a pre-formal pathway for pupils with complex communication, sensory and interaction needs beyond EYFS age.
- Apollo Class — a semi-formal pathway for pupils with severe learning difficulties and co-occurring speech, language and communication needs.

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 (ARP), and there is no agreement with the Local Authority fixing an alternative number of places; responsibility for determining a safe capacity therefore rests with the school. In line with the terminology proposed in the Department for Education's 2026 SEND reform consultation (see Section 6a), the school refers to Artemis, Atlantis and Apollo collectively as its Inclusion Bases; this is a descriptive term adopted ahead of any formal redefinition, and does not itself change their legal status as internal, school-run provision.

Each class is capped at 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 ratios reflect the school's formal risk assessment of the needs of each cohort, having regard to the Health and Safety at Work etc. Act 1974, the Equality Act 2010 (reasonable adjustments), and the 'best endeavours' duty under section 66 of the Children and Families Act 2014. They are set out in full in the school's SEND Provision Staffing Risk Assessment and Deployment Policy, and summarised in the school's SEND Provision Overview, both published on the school website.

These figures represent the school's current safe operational capacity, determined by reference to its present staffing establishment, the physical characteristics of each room and the assessed needs of the current cohort. They are kept under regular review and will be revised if any of those factors changes.

Where a class has reached its assessed safe capacity, the school will not itself allocate a further place from within its own roll and placement processes until a place becomes available or the assessment is revised. This is an operational and health and safety judgement about the conditions in which the provision can be delivered safely; it is not an admission criterion, and the statutory framework set out at Section 7 above continues to apply in full. Where the Local Authority names the school in a child's EHC plan, the school will admit the child and will, where relevant, set out in writing to the Authority what additional resource is required for the provision specified in Section F to be delivered.

Where a provision comes to operate above its determined capacity, or where the staffing establishment falls below the level that capacity depends upon, the school will complete an Over-Capacity Risk Assessment in accordance with Section 5b of the SEND Provision Staffing Risk Assessment and Deployment Policy, and will report it to the Chair of Governors and the Local Authority.

This policy previously also described a fourth internal provision, Altiora Quaerite (AQ), a formal-with-nurture pathway; this provision has been discontinued and is no longer offered.

8. Roles and Responsibilities

All teachers are teachers of pupils with SEND. The governing body has delegated the responsibility for the day-to-day implementation of the SEND policy to the school SEND Coordinators, who each have Qualified Teacher Status and have successfully completed the NASENCo qualification. The management of SEND is supported by the Senior Leadership Team and administration staff.

All school staff have a responsibility for pupils with SEND in their classes and must ensure highest quality teaching with adaptations and personalisation to meet pupils' needs, whether or not pupils have an EHCP.

‘High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.’ (SEND Code of Practice: 0–25 years (2015), p.25)

Learning Support Assistants (LSAs) play a major role in the support of pupils with SEND. The rationale for the deployment of LSAs, including staffing of Artemis, Atlantis and Apollo, is pupil-centred and decisions are made by the Senior Leadership Team with regard to the SEND Provision Staffing Risk Assessment and Deployment Policy.

The class teacher

- May identify that a pupil has or may have special educational needs through observation, assessment and discussion with the pupil, parents and carers, and the SENCo.
- May complete a SEND Support Request form following liaison with parents, for pupils not already identified on our SEND list.
- Ensures that highest quality teaching considers the needs of all pupils in the class and is adapted in line with the EEF Five-a-day approach.
- Plans the learning for each pupil using targeted Personal Learning Plans (PLPs) in collaboration with parents, reviewed once per term.
- Supervises any support staff involved in the learning of their pupils, and assesses and records progress using PIVATS and/or the school’s usual assessment procedures where appropriate.

Special Educational Needs and Disabilities Co-ordinators (SENCo and Deputy SENCo)

- Oversee the school’s SEND policy, advise teachers on adaptation of provision, co-ordinate provision for pupils with special needs, and inform staff of specific needs, for example medical.
- Meet with class teachers, advise on specific programmes, oversee records, maintain the SEND and medical list, and liaise with parents.
- Contribute to staff and governor training, and liaise with external agencies including the Educational Psychology Service, Speech and Language Therapy, Education Inclusion Team, Behaviour Support Service, Child Protection Service, Health Education Service, Hearing Impairment Service, Access and Attendance, and Parents in Partnership.
- Monitor the progress of pupils with SEND with class teachers and the leadership team, liaise with other schools regarding transition, and refer and inform parents of other relevant services.
- Complete an Over-Capacity Risk Assessment where a provision is operating above its determined capacity, in accordance with Section 7a above.

Headteacher’s responsibilities

- The day-to-day management of the provision for pupils with SEND.
- Keeping the governing body fully informed about provision and issues relating to SEND, including any material change to the school’s internal specialist provision, its staffing establishment, and the associated Staffing Risk Assessment and Deployment Policy.
- Escalating in writing to the Local Authority where the school cannot deliver provision specified in a pupil’s EHC plan within its current resources.
- Working closely with the governing body and collaborating over their responsibilities.

Governors' responsibilities

- Determining the school's general policy and approach to provision for pupils with SEND.
- Establishing the appropriate staffing and funding arrangements, including formally approving the capacity and staffing ratios for Artemis, Atlantis and Apollo set out in Section 7a and in the SEND Provision Staffing Risk Assessment and Deployment Policy.
- Satisfying itself that the school has sufficient staffing and financial resources to deliver the provision described in this policy and in the SEND Provision Staffing Risk Assessment and Deployment Policy, and escalating in writing to the Local Authority where it considers that it does not.
- Maintaining a general oversight of the school's work on behalf of children with SEND, and reporting annually to parents on the school's SEND policy.

9. SEN Information Report

Beam County Primary publishes a SEN Information Report on our school website, which sets out how this policy is implemented.

10. Identification and Assessment

We accept the principle that pupils' needs should be identified and met as early as possible. There are four areas of need as stated in the SEND Code of Practice 2015: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; and Sensory and/or Physical.

Whilst these four areas broadly identify the primary need of a pupil, we also consider the needs of the whole child, which may also impact on a pupil's progress: disability; attendance and punctuality; health and welfare; English as an additional language (EAL); Pupil Premium; being a Looked After Child (LAC); and being a child of a service woman or man.

What should I do when I have concerns about a child's learning or development, or require support from the SENCo?

The first response at class level should be Quality First Teaching (QFT), planning and assessment, ensuring adaptations are made in line with the EEF Five-a-day approach. If concerns remain after implementation of strategies and review of their impact (a review cycle is typically one term, shortened if there are significant concerns):

- Discuss observations and concerns with the pupil's parent or carer, with SENCo/SLT support if needed.
- Complete a SEND Support Request Form, including parent view, pupil view, observations, assessment information and proposed next steps.
- Upload the completed form to CPOMS for the pupil record, and add the SENCo team to the CPOMS alert.
- Use CPOMS, Arbor and an ABC Log (if appropriate) to record behaviours, concerns and conversations that may support a referral to other professionals or agencies.
- Class teacher, SENCo and parent liaise further to action any agreed onward referrals or assessments; the child may be added to the SEND List at this stage, and parents advised.
- Class teachers create a Pupil Profile using the Provision Map template, summarising the child's needs and support, written in the pupil voice where possible, and shared with parents and carers.
- Where further support is additional and different to QFT, a Personal Learning Plan is written using the Provision Map template, with targets matched to the pupil's needs, strengths and difficulties.
- The Personal Learning Plan is reviewed termly with the parent or carer, with the child invited to attend where appropriate.

- Annual review meetings for children with EHCPs are arranged by the SENCo.

Which children need a Pupil Profile?

All children on our school SEND List (K and E code) must have a Pupil Profile, written by the class teacher. Pupils with medical needs requiring a Health Care Plan (HCP) may also have a Medical Pupil Profile, written in collaboration with the school nursing team.

Which children need a Personal Learning Plan?

All children on our SEND List who require support additional to and different from QFT must have a Personal Learning Plan, documenting our Graduated Response (assess, plan, do, review), informed by advice from professionals involved with the pupil and any targets in professional reports or EHCPs.

How will progress be measured?

Usual internal and statutory assessment measures will be used in most cases. Where children are working at a level two or more years below their chronological age, PIVATS may also be used to track progress. The Engagement Model and Pre-Key Stage Standards are used for statutory reporting where pupils are working below the overall standard of national curriculum tests and assessments.

The SENCo works closely with the senior leadership team, using whole-school tracking data as an early identification indicator, alongside EYFS baseline and end-of-EYFS data, SATs, reading ages, annual and termly assessments, the Local Authority's SEN criteria, teacher and parental concerns, individual progress over time, and information from previous schools and other services. The SENCo maintains the SEND List, reviewed each term.

11. SEND and English as an Additional Language (EAL)

Some children who have EAL may also have a special educational need, and in such cases children will have access to school SEND provision in addition to EAL support. EAL children with SEND are identified as part of normal assessment procedures, and may be assessed termly using PIVATS. We recognise that SEND may impact a pupil's learning of their home language as well as English, and individual consideration will be given to the appropriateness of assessment tools such as the Bell Foundation Proficiency Assessment on a case-by-case basis.

12. Safeguarding and SEND

It is a statutory duty for trusted adults to safeguard every child effectively; this can present a different type of challenge in an environment where a child has SEND. Staff must understand the specific safeguarding needs and vulnerabilities of SEND pupils, including where language may be a barrier to communicating needs or worries; ensure effective approaches for engaging SEND pupils in safeguarding discussions; build awareness and sensitivity in safeguarding practices; and collaborate with SEND families and agencies.

13. Behaviour and SEND

Behaviour is always a form of communication. There may be times when an ABC log is used to attempt to understand behaviour that occurs for children with SEND — recording the Antecedent, Behaviour and Consequence, without judgement or assumptions, to better understand what the behaviour is communicating.

14. Well-being Statement

Beam County Primary School is a place where children are valued and cared for, kept safe, healthy and secure, and where learning is achieved in a stimulating, fun and creative environment. This policy is consistent with our school vision and values, which promote the wellbeing of our children.

15. Curriculum Access and Provision

To meet the learning needs of all pupils, teachers must adapt planned teaching and learning, working to meet individual needs and to mark work and plan homework effectively. Provision may include: in-class support for small groups with an additional teacher or LSA; small group withdrawal; individual class support or withdrawal; further adaptation of resources; targeted interventions; alternative learning materials or special equipment; staff development and training; and access to specialist services for advice on strategies, equipment or staff training.

16. Monitoring Pupil Progress

Progress is the crucial factor in determining the need for additional support. Adequate progress narrows or prevents widening of the attainment gap, is equivalent to that of peers starting from the same baseline (even if less than the majority of peers), equals or improves upon the pupil's previous rate of progress, ensures full curricular access, and shows improvement in self-help and social or personal skills. Pupil progress is monitored daily as part of assessment for learning, and recorded and reported to SLT and parents and carers termly.

17. Record Keeping

The class teacher records the steps taken to meet pupils' individual needs through Personal Learning Plans and Pupil Profiles, and assesses children each term using the school's usual assessment arrangements and/or PIVATS. These are saved to Go4Schools or the Lancashire PIVATS Platform for the SENCo to access. Records may also include information from parents, progress and behaviour information, the pupil's own perceptions, and information from health and social services and other agencies.

18. Code of Practice Graduated Response

The school adopts the levels of intervention described in the SEND Code of Practice, which advocates a graduated response. If the school decides, after consultation with parents, that a pupil requires additional support, the SENCo, in collaboration with teachers, will support assessment and planning and add the pupil to the SEND List. The class teacher remains responsible for planning and delivering individualised programmes, and parents will be informed of the action and results.

Personal Learning Plan intervention will usually be triggered when, despite adapted teaching and sustained support, a pupil makes little or no progress in specific areas over a long period, continues to work considerably below the expected level, experiences difficulty developing literacy or numeracy skills, has emotional difficulties that substantially impede learning, has sensory or physical needs requiring additional specialist input, or has communication or interaction difficulties presenting barriers to learning. Parental consent is sought before any external agencies are involved.

19. Requests for Statutory Assessment

The school will request a Statutory Assessment from the Local Authority when, despite an individualised programme of sustained intervention within SEN Support, the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will make available records from past interventions, current and past Personal Learning Plans and Pupil Profiles, records of reviews, health information, assessment information, other specialist assessments, and the views of parents and, where possible, the pupil.

Education, Health and Care Plans

An EHCP will normally be provided where, after a Statutory Assessment, the Local Authority considers the pupil requires provision beyond what the school can offer, though a request for assessment does not inevitably lead to an EHCP. An EHCP includes learning objectives, used to develop targets that are matched to those objectives, established through parental and pupil consultation, set out in a Personal Learning Plan, implemented in the classroom, and delivered by the class teacher with appropriate additional support where specified.

Where a pupil's EHC plan specifies placement in one of the school's internal specialist provisions, the school will use its best endeavours to secure the provision specified, and will notify the Local Authority in writing where it is unable to deliver it in full, so that the Authority may discharge its duty under section 42 of the Children and Families Act 2014. Any proposed change affecting a pupil's named provision — including the discontinuation of a pathway — will be raised with the Local Authority and the pupil's parents and carers, and, where necessary, addressed through the EHC plan review or amendment process, rather than through a unilateral change in school arrangements.

Reviews of an EHCP

EHCPs must be reviewed annually. The Local Authority will inform the headteacher at the beginning of each school term of the pupils requiring reviews. The SENCo will organise these reviews and invite the pupil's parent, the pupil if appropriate, the relevant teacher, a representative of the SEN Inclusion and Assessment Team, the Educational Psychologist, and any other person the SENCo or parent or carer considers appropriate. The review will assess the pupil's progress against EHCP objectives, review the provision made, consider the appropriateness of the existing EHCP, and set new objectives if appropriate. The SENCo will complete annual review forms within the Code's time limits and send them, with supporting documentation, to the Local Authority.

20. Transition

At Key Stage Phase Transition Reviews, receiving schools should be invited to attend to plan appropriately for the new school year, giving parents the opportunity to liaise with teachers from the receiving school. When a pupil transitions to Beam from another setting, we make contact with the setting to receive a handover of pupil information. We recognise that transitions can be particularly challenging for pupils with SEND, and aim to carefully plan transitions into and out of our school, tailored to individual needs — this includes transitions into and out of Artemis, Atlantis and Apollo, as described in the SEN Information Report.

21. Partnership with Parents and Carers

The school aims to work in partnership with parents and carers by keeping them informed and supporting them during assessment and decision-making; working effectively with other agencies; giving parents and carers opportunities to play an active role in their child's education; making them feel welcome; ensuring appropriate communication aids and access arrangements; providing information accessibly; encouraging parents to raise concerns; instilling confidence that the school will listen and act; focusing on strengths as well as needs; agreeing relevant targets; making parents aware of our Parent Support Advisor (PSA); and inviting parents to SEN coffee mornings coordinated by Miss Mooney and Mrs Huskie (PSA).

22. Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. Where appropriate, all pupils are involved in monitoring and reviewing their progress — stating their views, identifying their own needs, sharing in individual target setting, and self-reviewing progress. Pupils identified as having SEND are invited to participate in Personal Learning Plan reviews and target setting, regular meetings with named adults, working with other professionals where appropriate, and annual reviews.

23. Accessibility Arrangements

Facilities at Beam include, but are not limited to:

- Hygiene rooms with showers in EYFS, KS1 and our SEND Provision building.
- Changing facilities including full-size, electric height-adjusting changing beds.
- Wheelchair access in the KS2 building, including ramps and lift, and in the SEND Provision building.

- Disabled toilets with handrails.
- Blinds and curtains in classrooms to reduce glare (important for lip-reading).
- Artemis Room, Atlantis Room, Apollo Room and Sensory Garden, which include specialist resources to support communication and interaction needs. Each of these rooms is designed and resourced for a class of up to 12 pupils, in line with the ratios set out in Section 7a and the SEND Provision Staffing Risk Assessment and Deployment Policy.
- Individual adaptations made for specific pupils, for example chair supports and individual workstations.

Our Accessibility Plan is available on our school website.

24. Links with Other Services and Schools

We aim to maintain useful contact with support services in Children and Young People's Services. For pupils on our SEND list, any of the following agencies may be involved: Educational Psychologist, Speech and Language Therapist, School Nurse, Health Visitor, Community Paediatrician, and LBBB Specialist Advisors.

The Local Authority Educational Psychologist visits the school regularly, following discussion with the SENCo. The school also commissions a private Speech and Language Therapist, and [confirm the current arrangement for privately commissioned Educational Psychology input, so that this section and Section 2 of the SEN Information Report agree]. Teachers from the Sensory Impairment Team work in school to support children with hearing impairment, and the school also draws on the expertise of the Joseph Clarke Service for visually impaired pupils.

The SENCo liaises frequently with other outside agencies, including NHS SALT, Community Paediatrician, Health Visitors, Social Services, Attendance Officers, School Nurse, Speech Therapy, Physiotherapy, Occupational Therapy, advisory staff, the Educational Psychology Service, and hospitals. The school regularly consults health service professionals, with concerns initially brought to the school nurse by the SENCo. Social Services and the Education Welfare Service are accessed as appropriate, and class teachers alert the Designated Safeguarding Lead where there is a concern. Parents and carers are informed if any outside agency is involved, and details of voluntary organisations are given on request or during SEN coffee mornings.

25. The School's Arrangements for SEND and Inclusion In-Service Training

The SENCo attends regular network meetings to update and revise developments in SEND and Inclusion. Additional needs and inclusion issues are targeted each year through the school's long-term goals and School Development Plan, with in-house training provided through INSET by the SENCo and outside professionals. All staff have access to professional development opportunities and are encouraged to maintain CPD records, and are involved in annual performance management meetings.

26. Resources

The provision for SEND is funded through the main revenue budget for the school, together with high needs top-up funding where secured. Funds are deployed to implement the SEND policy, including the staffing of Artemis, Atlantis and Apollo at the ratios set out in Section 7a.

Where the resources available to the school are not sufficient to deliver the provision described in this policy, the Headteacher will report that position to the governing body and escalate it in writing to the Local Authority, in accordance with Sections 7, 7a and 8 above.

27. Complaints About SEND Provision

Please see the school's Complaints Procedure available on the school's website. Complaints relating to the provision for pupils with SEND will be dealt with in the first instance by the class teacher, followed by the SENCo and then the

Headteacher. The Chair of Governors may be involved if necessary. In the case of an unresolved complaint, the Local Authority may be involved. Appeals and complaints about decisions taken by the Local Authority should be made to that body; the school’s complaints procedure cannot be accessed to resolve such complaints.

28. Links with Other Policies and Documents

This policy links to the following documents:

- SEN Information Report
- SEND Provision Overview
- SEND Provision Staffing Risk Assessment and Deployment Policy
- Over-Capacity Risk Assessment template
- The Local Offer
- Accessibility Plan
- Behaviour Policy
- Restrictive Interventions and Positive Handling Policy
- Single Equalities Plan
- Attendance Policy
- Safeguarding Policy
- Supporting Pupils with Medical Conditions Policy
- EAL Policy
- Admissions Policy
- Complaints and Concerns Policy

29. Review of the SEND Policy

This policy was developed through consultation with staff, parents, carers, and pupils. The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice regularly. The outcomes of this review are used to inform the School Improvement Plan.

This policy was substantively reviewed in January 2024, with the next full review due Spring 2027. It was updated in July 2026 to reflect the closure of Altiora Quaerite (AQ), the introduction of Artemis Class, the anticipated national SEND reform described at Section 6a, and the clarification of the relationship between the school’s assessed safe capacity and the statutory admissions framework. The school will also review this policy, ahead of its next scheduled cycle, once the government publishes its response to the 2026 SEND reform consultation, or any revised SEND Code of Practice or Admissions Code.

Signed by:

Headteacher: T. Whittington

SENCo: K. Mooney & A. Gholampour

SEND Governor: Ms D Lumsden

Date: _____

Date: _____

Date: _____