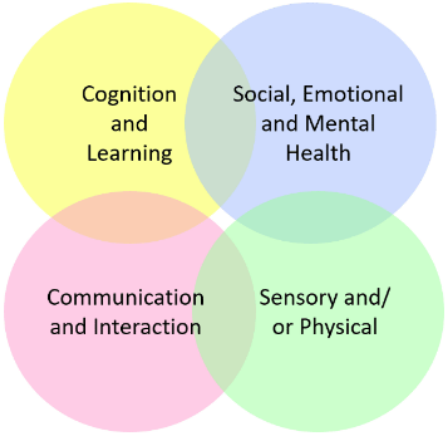
Our School Vision: Engage, Enrich, Excel

Our School Values: Respect, Responsibility, Resilience, Aspiration, Courage, and Kindness

Beech Grove Primary School: SEN Information Report 2026-2027

Beech Grove Primary School is an inclusive school, ensuring all children, regardless of need, experience an engaging and enriching curriculum that enables them to excel.



At Beech Grove Primary School, what kind of special educational needs (SEN) do we provide for?

We currently support children with a wide range of SEN within the four broad areas described in the SEN Code of Practice (2015):

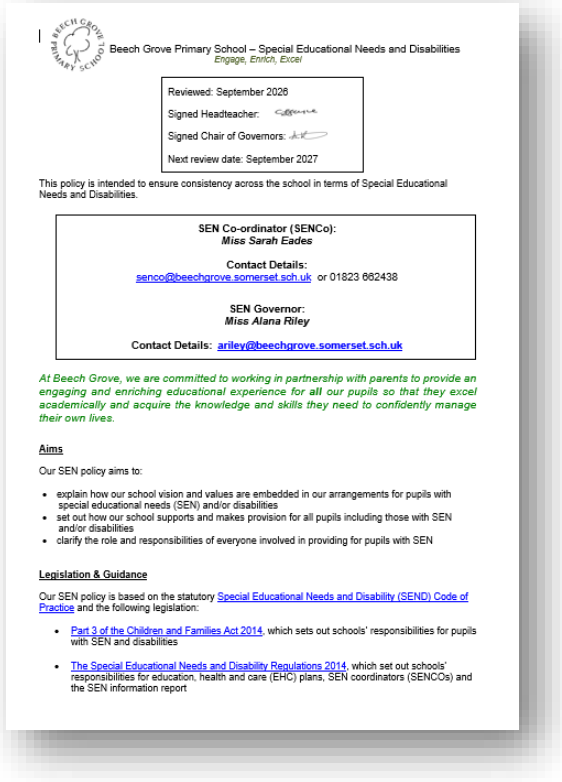
Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health difficulties	Sensory and/or Physical needs
Autistic Spectrum Disorder (ASD) Speech and language difficulties- including Developmental Language Disorder (DLD)	Specific Learning Difficulties e.g. Dyslexia, Developmental Coordination Disorder (DCD previously known as dyspraxia) Moderate Learning Difficulties	Attention Deficit Hyperactivity Disorder (ADHD)	Visual impairments Hearing impairments Physical Disability

At Beech Grove Primary School, what policies do we have that support the identification of children with SEN, including assessing their needs?

Beech Grove Primary School has a named Special Educational Needs Coordinator (SENCO), **Miss Sarah Eades**, who alongside the head teacher, **Miss Claire Joyce**, and the school governors, ***develop policies (the ideas that guide decision-making)*** and ***provision (the action taken)*** for children with SEN across the school.

If you wish to speak to the SENCO, please contact the school office by telephone (01823 662438) or email senco@beechgrove.somerset.sch.uk.

Special Educational Needs & Disability Policy (September 2026)	**Whole School Provision Map 2026-2027**
https://beechgroveprimaryschool.org.uk/Policies/	https://beechgroveprimaryschool.org.uk/Policies/



Beech Grove Primary School – Special Educational Needs and Disabilities
Engage, Enrich, Excel

Reviewed: September 2026
Signed Headteacher:
Signed Chair of Governors:
Next review date: September 2027

This policy is intended to ensure consistency across the school in terms of Special Educational Needs and Disabilities.

SEN Co-ordinator (SENCo):
Miss Sarah Eades

Contact Details:
senco@beechgrove.somerset.sch.uk or 01823 662438

SEN Governor:
Miss Alana Riley

Contact Details: ariley@beechgrove.somerset.sch.uk

*At Beech Grove, we are committed to working in partnership with parents to provide an engaging and enriching educational experience for **all** our pupils so that they excel academically and acquire the knowledge and skills they need to confidently manage their own lives.*

Aims

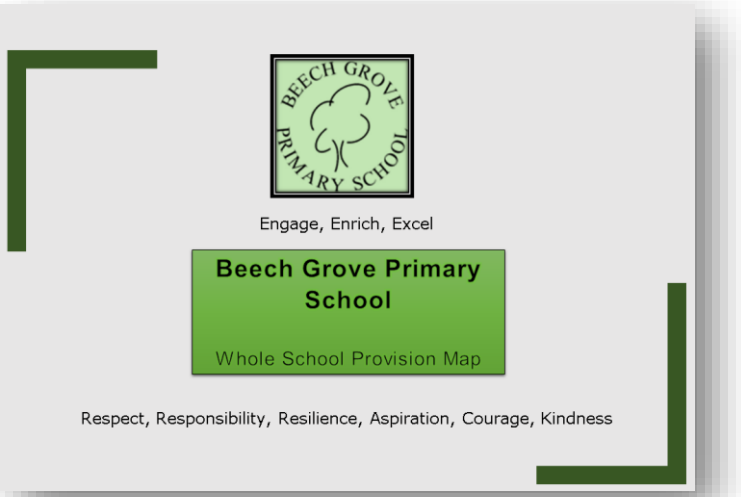
Our SEN policy aims to:

- explain how our school vision and values are embedded in our arrangements for pupils with special educational needs (SEN) and/or disabilities
- set out how our school supports and makes provision for all pupils including those with SEN and/or disabilities
- clarify the role and responsibilities of everyone involved in providing for pupils with SEN

Legislation & Guidance

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

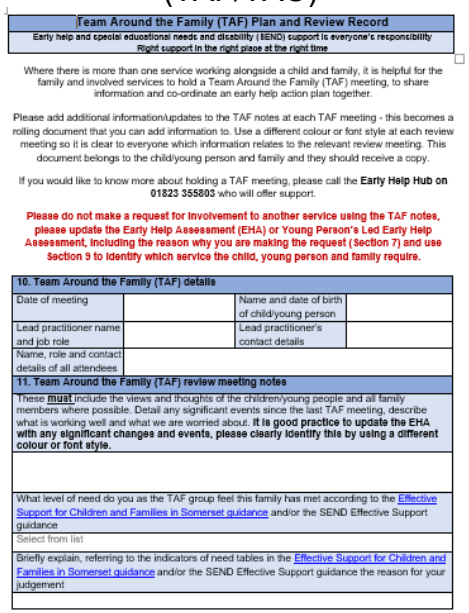
- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report



At Beech Grove Primary School, what arrangements do we make for consulting parents/carers of children with SEN and involving them in their child's education?

We value the views and wishes of parents/carers and ensure these are an integral part of our graduated approach to SEN. Whilst we have regular and systematic opportunities for parents/carers to express their views, we also appreciate that you may need to speak with a class teacher or SENCo outside of these times. To make an appointment, please contact the school office by telephone (01823 662438) or email the SENCo senco@beechgrove.somerset.sch.uk.

Half Termly	Termly	Annual
Informal Conversations Team Around the Family/Child meetings (TAF/TAC)	Parent/Teacher Consultation Meetings Review of Assess, Plan, Do, Review (APDR)	Annual Reviews for children with EHCPs



Team Around the Family (TAF) Plan and Review Record

Early help and special educational needs and disability (SEND) support is everyone's responsibility
Right support in the right place at the right time

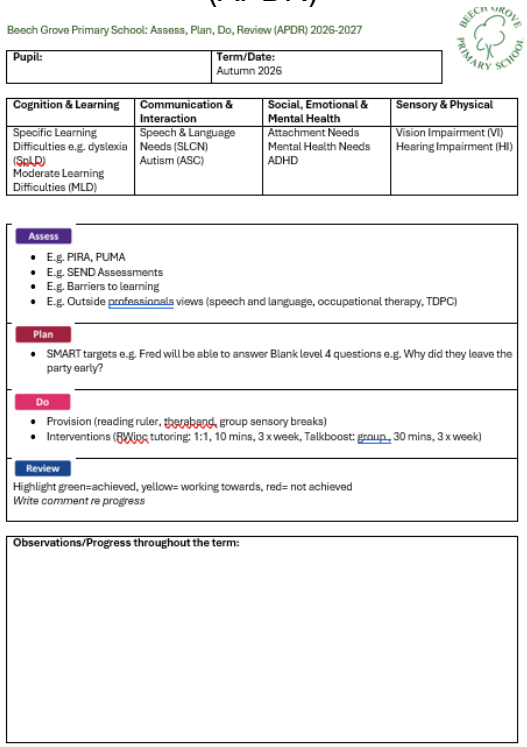
Where there is more than one service working alongside a child and family, it is helpful for the family and involved services to hold a Team Around the Family (TAF) meeting, to share information and co-ordinate an early help action plan together.

Please add additional information/updates to the TAF notes at each TAF meeting - this becomes a rolling document that you can add information to. Use a different colour or font style at each review meeting so it is clear to everyone which information relates to the relevant review meeting. This document belongs to the child/young person and family and they should receive a copy.

If you would like to know more about holding a TAF meeting, please call the **Early Help Hub on 01823 355803** who will offer support.

Please do not make a request for involvement to another service using the TAF notes, please update the Early Help Assessment (EHA) or Young Person's Led Early Help Assessment, including the reason why you are making the request (section 7) and use section 9 to identify which service the child, young person and family require.

10. Team Around the Family (TAF) details			
Date of meeting		Name and date of birth of child/young person	
Lead practitioner name and job role		Lead practitioner's contact details	
Name, role and contact details of all attendees			
11. Team Around the Family (TAF) review meeting notes			
These **must** include the views and thoughts of the children/young people and all family members where possible. Detail any significant events since the last TAF meeting, describe what is working well and what we are worried about. **It is good practice to update the EHA with any significant changes and events, please clearly identify this by using a different colour or font style.**			
What level of need do you as the TAF group feel this family has met according to the Effective Support for Children and Families in Somerset guidance and/or the SEND Effective Support guidance			
Select from list			
Briefly explain, referring to the indicators of need tables in the Effective Support for Children and Families in Somerset guidance and/or the SEND Effective Support guidance the reason for your judgement			



Beech Grove Primary School: Assess, Plan, Do, Review (APDR) 2026-2027

Pupil:	**Term/Date:** Autumn 2026

Cognition & Learning	**Communication & Interaction**	**Social, Emotional & Mental Health**	**Sensory & Physical**
Specific Learning Difficulties e.g. dyslexia (SpLD) Moderate Learning Difficulties (MLD)	Speech & Language Needs (SLCN) Autism (ASC)	Attachment Needs Mental Health Needs ADHD	Vision Impairment (VI) Hearing Impairment (HI)

Assess

- E.g. PIRA, PUMA
- E.g. SEND Assessments
- E.g. Barriers to learning
- E.g. Outside professionals views (speech and language, occupational therapy, TDPC)

Plan

- SMART targets e.g. Fred will be able to answer Blank level 4 questions e.g. Why did they leave the party early?

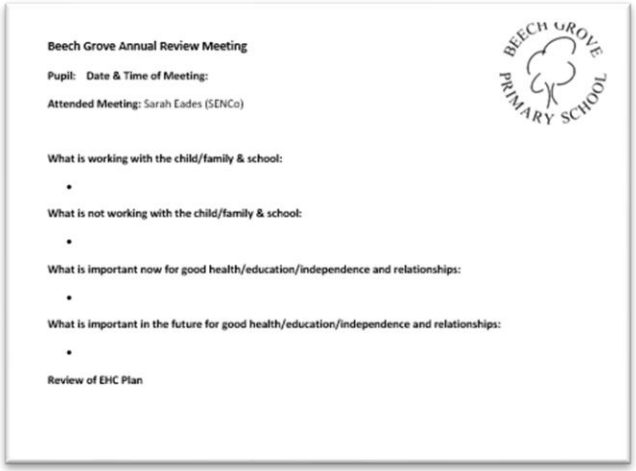
Do

- Provision (reading ruler, therahand, group sensory breaks)
- Interventions (RWinc tutoring: 1:1, 10 mins, 3 x week, Talkboost: group., 30 mins, 3 x week)

Review

Highlight green=achieved, yellow= working towards, red= not achieved
Write comment re progress

Observations/Progress throughout the term:



Beech Grove Annual Review Meeting

Pupil: Date & Time of Meeting:

Attended Meeting: Sarah Eades (SENCo)

What is working with the child/family & school:

-

What is not working with the child/family & school:

-

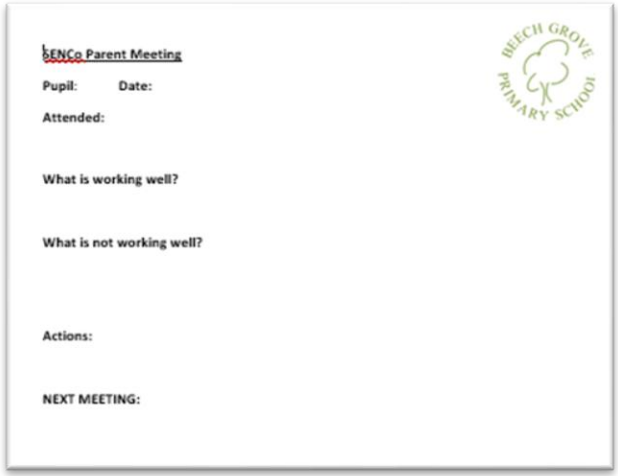
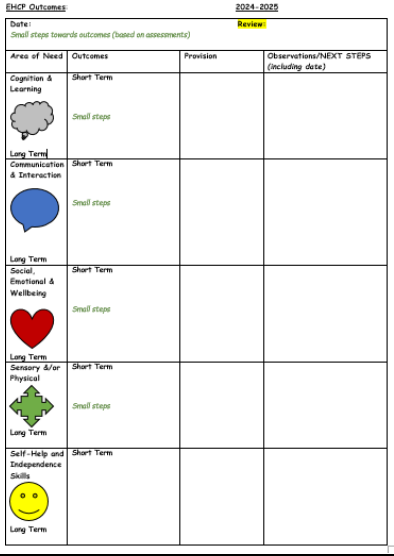
What is important now for good health/education/independence and relationships:

-

What is important in the future for good health/education/independence and relationships:

-

Review of EHC Plan

SENCo parent meetings	EHCP Outcome Review	
		

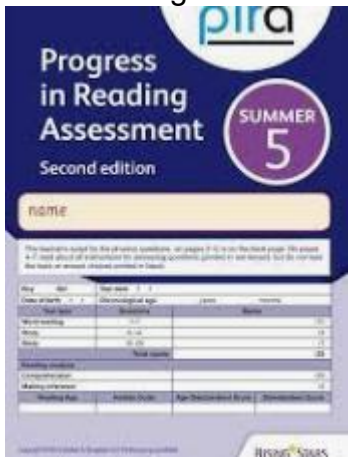
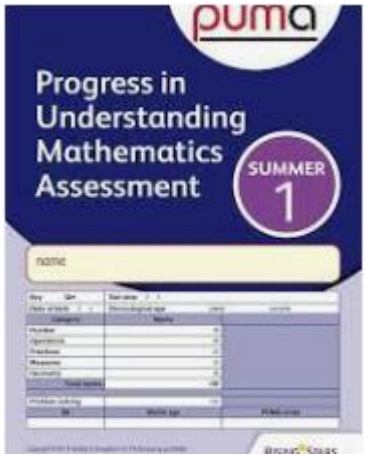
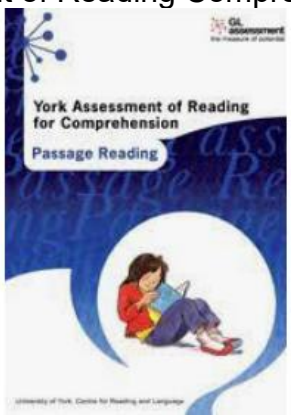
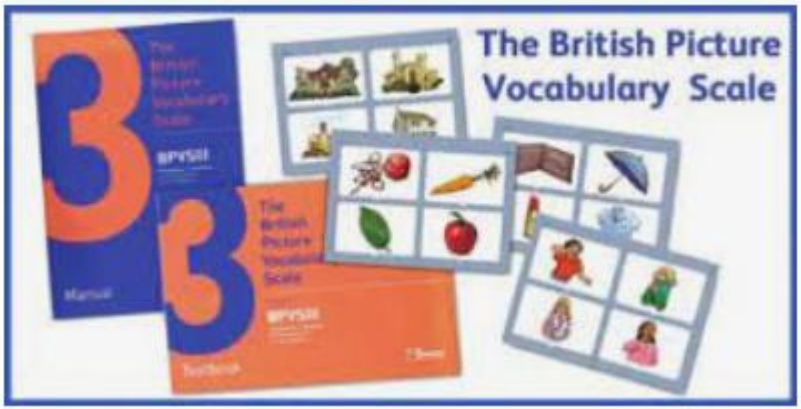
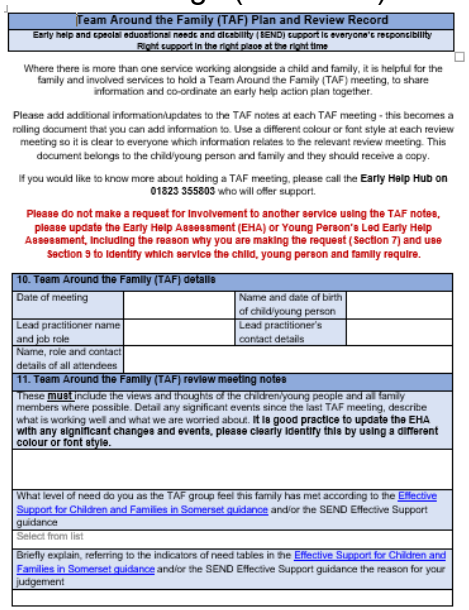
At Beech Grove Primary School, what arrangements do we make for consulting children with SEN and involving them in their education?

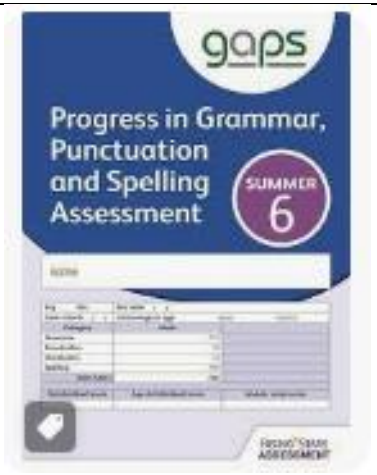
Informal	Formal
Observations in class or at playtime/lunchtime Conversations with children	Reviewing Assess, Plan, Do, Review (APDR) Pupil views gathered for Annual Review/SEND review meetings Child led discussions using resources such as the Blob classroom/playground/tree or Ideal Self

	 Wellbeing Champions - at least one member represents the children with SEN in our school. Pupil voice gathered by subject leaders, always including pupils with SEND.

At Beech Grove Primary School, what arrangements do we make for assessing and reviewing children's progress towards outcomes, including any opportunities to work with both children and parents/carers as part of this process?

Beech Grove Primary School uses termly class-based assessments to track children's progress. If children are not making expected progress, teachers raise a 'cause for concern' and discuss with the SENCo, who may complete more detailed assessments to build an accurate picture of children's strengths and needs and determine next steps. These may include observations in class, discussing school with the child or formal assessments.

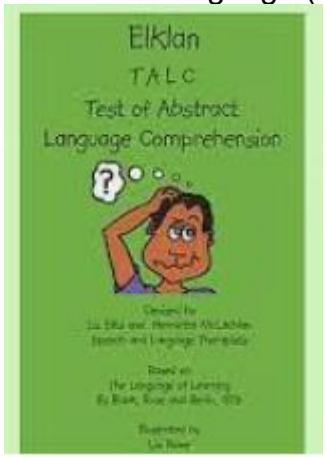
Class Based Assessments	Diagnostic and/or Detailed Assessments	Review
PIRA- reading assessment  PUMA- maths assessment  GAPS- Spelling, grammar and punctuation	Dyslexia Portfolio York Assessment of Reading Comprehension (YARC)  British Picture Vocabulary Scale (BPVS) 	Pupil progress meetings Assess, Plan, Do, Review (APDR) Team Around the Family/Child meetings (TAF/TAC)  **Team Around the Family (TAF) Plan and Review Record** Early help and special educational needs and disability (SEND) support is everyone's responsibility Right support in the right place at the right time Where there is more than one service working alongside a child and family, it is helpful for the family and involved services to hold a Team Around the Family (TAF) meeting, to share information and co-ordinate an early help action plan together. Please add additional information/updates to the TAF notes at each TAF meeting - this becomes a rolling document that you can add information to. Use a different colour or font style at each review meeting so it is clear to everyone which information relates to the relevant review meeting. This document belongs to the child/young person and family and they should receive a copy. If you would like to know more about holding a TAF meeting, please call the **Early Help Hub on 01823 355803** who will offer support. **Please do not make a request for involvement to another service using the TAF notes, please update the Early Help Assessment (EHA) or Young Person's Led Early Help Assessment, including the reason why you are making the request (Section 7) and use Section 3 to identify which service the child, young person and family require.** **10. Team Around the Family (TAF) details** Date of meeting | Name and date of birth of child/young person Lead practitioner name and job role | Lead practitioner's contact details Name, role and contact details of all attendees **11. Team Around the Family (TAF) review meeting notes** These **must** include the views and thoughts of the children/young people and all family members where possible. Detail any significant events since the last TAF meeting, describe what is working well and what we are worried about. **It is good practice to update the EHA with any significant changes and events, please clearly identify this by using a different colour or font style.** What level of need do you as the TAF group feel this family has met according to the Effective Support for Children and Families in Somerset guidance and/or the SEND Effective Support guidance Select from list Briefly explain, referring to the indicators of need tables in the Effective Support for Children and Families in Somerset guidance and/or the SEND Effective Support guidance the reason for your judgement Specific need review meetings e.g. speech & language therapy, occupational therapy, educational psychology NHS Somerset NHS Foundation Trust Intervention Results e.g. RWInc, Speech & Language



Read Write Inc- phonics assessment

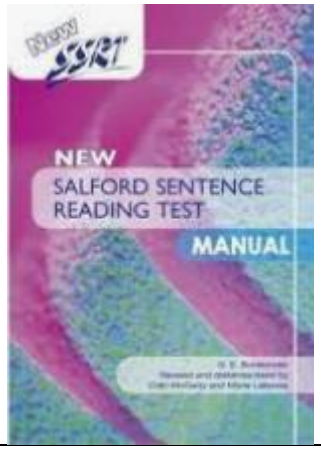
High Frequency Word (HFW) assessment

Test of Abstract Language (TALC)



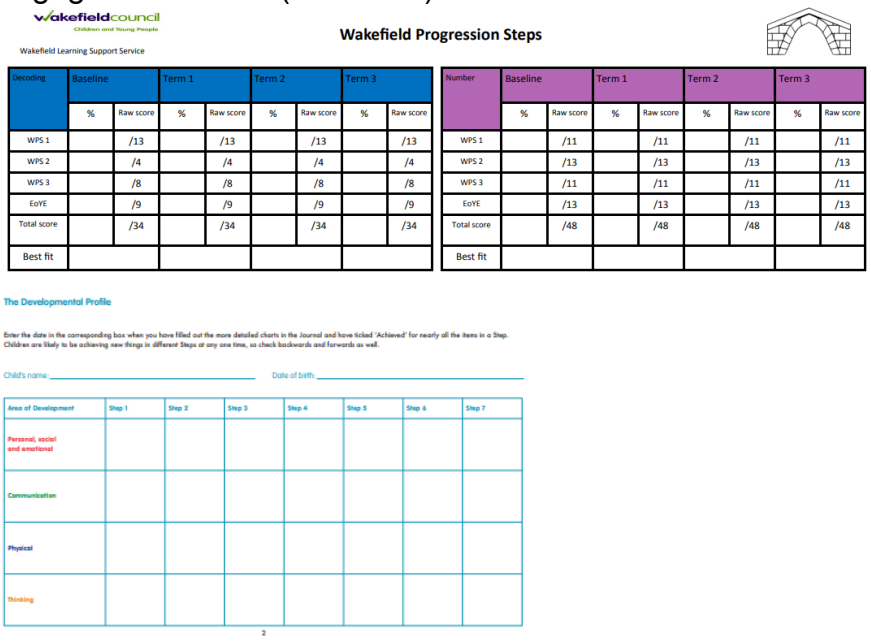
Sandwell Early Numeracy Test

Salford Reading Test & HAST (spelling assessment)



We discuss the results of these assessments with children and parents/carers, and by gathering their views, create Assess, Plan, Do, Review (APDR) that are reviewed at least every term using a RAG rating (Red=not achieved, Amber=working towards, Green= Achieved). This may generate new targets to focus on for the following term.

Once children have been identified as having SEN, some teachers may complete more detailed assessments to support their understanding of children's attainment and progress. These may include the Wakefield Progression Steps, Early Years Developmental Journal or The Engagement Model (DfE 2020)



wakefieldcouncil
Children and Young People
Wakefield Learning Support Service

Wakefield Progression Steps

Decoding	Baseline		Term 1		Term 2		Term 3	
	%	Raw score	%	Raw score	%	Raw score	%	Raw score
WPS 1		/13		/13		/13		/13
WPS 2		/4		/4		/4		/4
WPS 3		/8		/8		/8		/8
EoYE		/9		/9		/9		/9
Total score		/34		/34		/34		/34
Best fit								

Number	Baseline		Term 1		Term 2		Term 3	
	%	Raw score	%	Raw score	%	Raw score	%	Raw score
WPS 1		/11		/11		/11		/11
WPS 2		/13		/13		/13		/13
WPS 3		/11		/11		/11		/11
EoYE		/13		/13		/13		/13
Total score		/48		/48		/48		/48
Best fit								

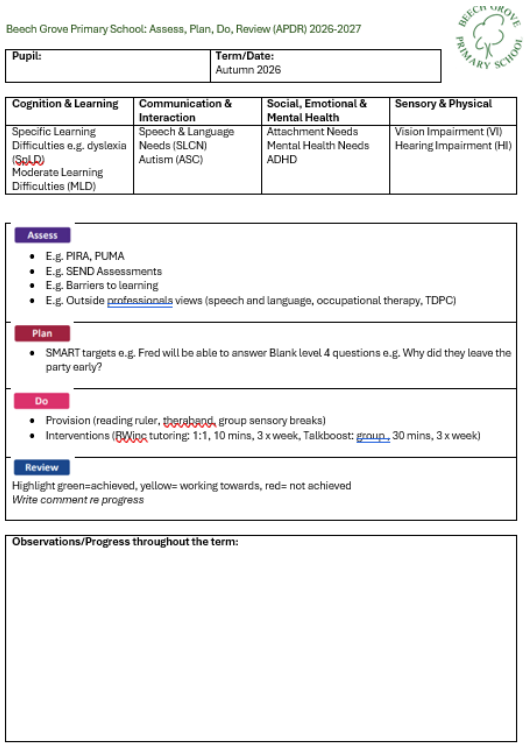
The Developmental Profile

Enter the date in the corresponding box when you have filled out the more detailed charts in the Journal and have ticked 'Achieved' for nearly all the items in a Step. Children are likely to be achieving new things in different Steps at any one time, so check backwards and forwards as well.

Child's name: _____ Date of birth: _____

Area of Development	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
Personal, social and emotional							
Communication							
Physical							
Thinking							

2



Beech Grove Primary School: Assess, Plan, Do, Review (APDR) 2026-2027

BEECH GROVE PRIMARY SCHOOL

Pupil:	Term/Date: Autumn 2026

Cognition & Learning	Communication & Interaction	Social, Emotional & Mental Health	Sensory & Physical
Specific Learning Difficulties e.g. dyslexia (SpLD) Moderate Learning Difficulties (MLD)	Speech & Language Needs (SLCN) Autism (ASC)	Attachment Needs Mental Health Needs ADHD	Vision Impairment (VI) Hearing Impairment (HI)

Assess

- E.g. PIRA, PUMA
- E.g. SEND Assessments
- E.g. Barriers to learning
- E.g. Outside professionals views (speech and language, occupational therapy, TDPC)

Plan

- SMART targets e.g. Fred will be able to answer Blank level 4 questions e.g. Why did they leave the party early?

Do

- Provision (reading ruler, therabend, group sensory breaks)
- Interventions (RWInc tutoring: 1:1, 10 mins, 3 x week, Talkboost: group, 30 mins, 3 x week)

Review

Highlight green=achieved, yellow= working towards, red= not achieved
Write comment re progress

Observations/Progress throughout the term:

A few children at Beech Grove Primary School follow a bespoke curriculum developing their independence and preparation for adulthood www.preparingforadulthood.org.uk. We use tools such as the Early Years Developmental Journal to assess children's development in areas such as communication and thinking. This enables us to develop skills sequentially and build on previous successes.

At Beech Grove Primary School, what arrangements do we make for supporting children in moving between phases of education and preparing for adulthood, including higher education, employment, independent living and participation in society?

Beech Grove Primary School has good links with local preschools and secondary schools. Children who need additional support during their transition from preschool to school will have a 'School Entry Planning Meeting'. During this meeting, parents/carers, professionals

(for example Speech and Language Therapists), the school SENCO (Miss Eades) and pre-school practitioners plan additional strategies that will enable a successful transition to Beech Grove Primary School. This is usually reviewed within the first 6 weeks of term.

Likewise, children with SEN who are transitioning from Beech Grove Primary School to secondary school have additional opportunities to meet staff/visit the setting in addition to termly staff meetings sharing key information about pupils.

Starting School (EYFS)	Moving On (Year 6)
Wellington SENCo Cluster Meetings including EYFS settings (3 x year) Wellington School Readiness Workshops (Autumn & Spring Term) Preschool visit by EYFS staff and SENCo Additional observations/meetings with SENCo- as required School Entry Planning (SEP) meeting and review meeting- as required Photo book or virtual tour of setting Home visits (including SENCo for pupils with EHCPs if required) Transition programme- for example, part time attendance for first 3 weeks Bespoke transition programme- as required Mental Health Support Team (MHST) transition workshops Preschool SEN folders emailed/posted to Beech Grove	Wellington SENCo Cluster Meetings including Secondary settings (3 x year) Autumn & Spring Term Planning Meetings with Court Fields 2 days transition for all pupils Enhanced Transition to Court Fields Secondary School (for pupils on SEN register): • including additional visits (supported by Beech Grove School Staff) • opportunity for parents to meet Court Fields SENCo (Vicki McCarthy) Secondary SENCo invited to EHCP annual review (transition year) Individual Learning Passports (ILPs) Data passed on to new setting securely

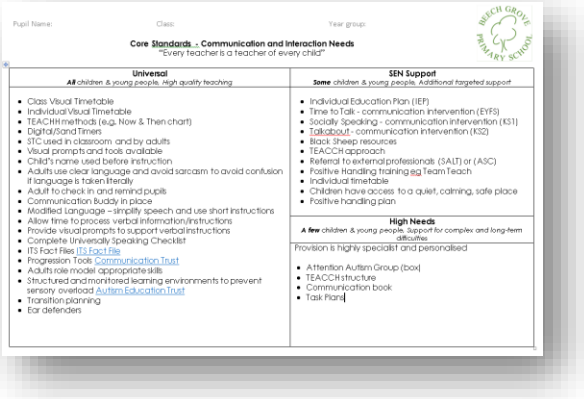
At Beech Grove Primary School, what is our approach to teaching children with SEN?

We use a graduated approach to any children who may have SEN, following guidance from the SEN Code of Practice (DfE 2015) and Somerset Graduated Response Tool. https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/graduated-response-tool/

Teachers and senior leaders use formative (on-going) and summative (over a period of time) assessment to build an accurate picture of children's strengths and needs and discuss these with children and parents/carers. We plan the children's provision based on these assessments, ensuring that all children achieve their best, by working towards detailed SMART outcomes (Specific, Measurable, Achievable, Realistic, Time constrained). We review the impact of the provision we provide with children and parents/carers, ensuring we are providing effective provision.

At Beech Grove Primary School, what adaptations to the curriculum and/or the learning environment do we make to ensure children with SEN can access a broad and balanced curriculum?

Beech Grove Primary School uses a range of adaptations to support children's learning including adjustments to children's activities, the environment or resources to ensure they access learning effectively. These adjustments fall within 3 categories universal provision (available for **all** children), SEN support provision (for **some** children), EHC Plans or High Needs provision (for a **few** children). This provision is detailed in our whole school provision map with subcategories linked to the 4 broad areas of SEN; Cognition & Learning, Communication & Interaction, Social, Emotional & Mental Health needs and Sensory/Physical needs.


Pupil Name: Class: Year group:

Core Standards - Communication and Interaction Needs
"Every Teacher is a Teacher of every child"

Universal *All children & young people, High quality teaching*	SEN Support *Some children & young people, Additional targeted support*
• Class Visual Timetable • Individual Visual Timetable • TEACCH methods (e.g. Now & Then chart) • Digital/Sand Timers • STC used in classroom and by adults • Visual prompts and tools available • Child's name used before instruction • Adults use clear language and avoid sarcasm to avoid confusion if language is taken literally • Adult to check in and remind pupils • Communication Buddy in place • Modified Language – simplify speech and use short instructions • Allow time to process verbal information/instructions • Provide visual prompts to support verbal instructions • Complete Universally Speaking Checklist • ITS Fact Files ITS Fact File • Progression Tools Communication Trust • Adults role model appropriate skills • Structured and monitored learning environments to prevent sensory overload Autism Education Trust • Transition planning • Ear defenders	• Individual Education Plan (IEP) • Time to Talk - communication intervention (EYFS) • Socially Speaking - communication intervention (KS1) • Talkabout - communication intervention (KS2) • Black Sheep resources • TEACCH approach • Referral to external professionals (SALT) or (ASC) • Positive Handling training eg Team Teach • Individual timetable • Children have access to a quiet, calming, safe place • Positive handling plan **High Needs** *A few children & young people, Support for complex and long-term difficulties* Provision is highly specialist and personalised • Attention Autism Group (box) • TEACCH structure • Communication book • Task Plans

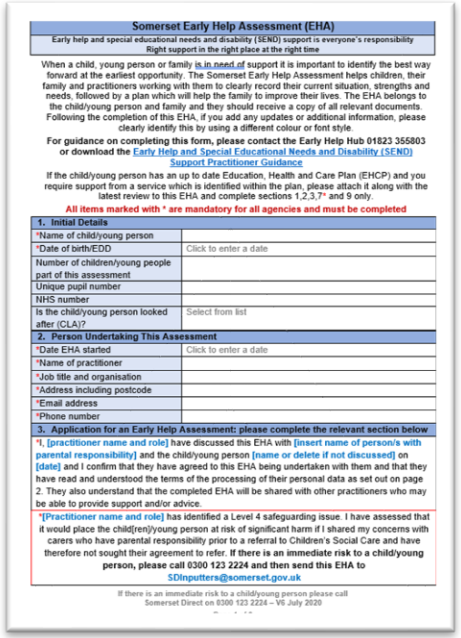
A link to this whole school provision map can be found on our website: https://beechgroveprimaryschool.org.uk/Policies/

At Beech Grove Primary School, we also have an accessibility plan, which details how we adapt our physical environment to ensure we improve access and participation in the curriculum for disabled pupils. This is reviewed every 3 years and can also be found on our website: https://beechgroveprimaryschool.org.uk/Policies/

At Beech Grove Primary School, how do we develop the expertise and training of staff to support children with SEN, including how we secure specialist expertise?

At Beech Grove Primary School, we provide Continued Professional Develop (CPD) throughout the school year. We commission agencies to complete whole school training linked to our school development plan and SEN action plan, for example Mental Health & Wellbeing, High Quality Teaching, Person Centred Planning (PATH).

Weekly/Fortnightly	Half Termly/Termly	Annually
CPD for Teaching Assistants (fortnightly) Staff meetings for teachers (weekly) Senior leader meetings (weekly) Safeguarding Meeting (weekly)# Attendance Meeting (Fortnightly)	Learning Walks/Book Looks (half termly) Therapy Support Practitioners (TSPs) e.g. speech and language/occupational therapy support for staff NHS Somerset NHS Foundation Trust SENCo Surgery (2 x year) Wellington SENCo Cluster Meeting including visits from professionals e.g. Occupational Therapists (half termly) LA led SENCo Network Meeting (termly) Mental Health Support Team (MHST) consultation meetings (half termly)	Safeguarding training Medical training e.g.diabetes/epilepsy Training based on the needs of our children e.g. NELI (Nuffield Early Language intervention), Mental Health First Aiders, Understanding Autism in the Early Years Nuffield Early Language Intervention



Somerset Early Help Assessment (EHA)

Early help and special educational needs and disability (SEND) support is everyone's responsibility
Right support in the right place at the right time

When a child, young person or family is in need of support it is important to identify the best way forward at the earliest opportunity. The Somerset Early Help Assessment helps children, their family and practitioners working with them to clearly record their current situation, strengths and needs, followed by a plan which will help the family to improve their lives. The EHA belongs to the child/young person and family and they should receive a copy of all relevant documents. Following the completion of this EHA, if you add any updates or additional information, please clearly identify this by using a different colour or font style.

For guidance on completing this form, please contact the Early Help Hub 01823 355803 or download the Early Help and Special Educational Needs and Disability (SEND) Support Practitioner Guidance

If the child/young person has an up to date Education, Health and Care Plan (EHCP) and you require support from a service which is identified within the plan, please attach it along with the latest review to this EHA and complete sections 1,2,3,7* and 9 only.

All items marked with * are mandatory for all agencies and must be completed

1. Initial Details	
*Name of child/young person	
*Date of birth/EDD	Click to enter a date
Number of children/young people part of this assessment	
Unique pupil number	
NHS number	
Is the child/young person looked after (CLA)?	Select from list
2. Person Undertaking This Assessment	
*Date EHA started	Click to enter a date
*Name of practitioner	
*Job title and organisation	
*Address including postcode	
*Email address	
*Phone number	

3. Application for an Early Help Assessment: please complete the relevant section below

*I, [practitioner name and role] have discussed this EHA with [insert name of person/s with parental responsibility] and the child/young person [name or delete if not discussed] on [date] and I confirm that they have agreed to this EHA being undertaken with them and that they have read and understood the terms of the processing of their personal data as set out on page 2. They also understand that the completed EHA will be shared with other practitioners who may be able to provide support and/or advice.

*[Practitioner name and role] has identified a Level 4 safeguarding issue. I have assessed that it would place the child(ren)/young person at risk of significant harm if I shared my concerns with carers who have parental responsibility prior to a referral to Children's Social Care and have therefore not sought their agreement to refer. If there is an immediate risk to a child/young person, please call 0300 123 2224 and then send this EHA to SDInputters@somerset.gov.uk

If there is an immediate risk to a child/young person please call Somerset Direct on 0300 123 2224 – V6 July 2020

At Beech Grove Primary School, we follow a graduated approach to SEN (assess, plan, do, review), developing a detailed understanding of children's strengths and difficulties and the strategies that support effective learning. This begins with reasonable adjustments linked to our whole school provision map. If, despite our best efforts, we feel children may benefit from additional support or we require additional training, we may complete an Early Help Assessment (EHA) which enables us to provide the "right support in the right place at the right time". https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/graduated-response-tool/

https://professionalchoices.org.uk/eha/.

Somerset has also implemented an Inclusion Advice Line for SENCos and school professionals to use as part of their graduated response (accessing support from the Virtual School, Advisory Teachers) https://external.somerset.gov.uk/inclusion-advice-line/

At Beech Grove Primary School, how do we evaluate the effectiveness of the provision made for children with SEN?

At Beech Grove Primary School, we regularly assess and monitor our school wide efficacy using tools such as The Mental Health & Wellbeing Audit, parent and staff feedback given through SEN audits, pupil voice and regular subject leader monitoring. This information drives our strategic improvement and forms the basis of our School Development Plan.

At a school wide level, we use national and local data to evaluate children's outcomes or progress at key points in their journey through primary school and adapt our provision according to the findings. This may include developing more robust assessment systems, developing teacher's confidence in removing barriers to learning or ensuring specific interventions take place.

At an individual level, the graduated approach to SEN ensures that regular reviews of children's provision take place and ensures that where necessary, adaptations are made.

At Beech Grove Primary School, how are children with SEN enabled to engage in activities with children in the school who do not have SEN?

- Physical Education (PE) premium funding used to support specific children (e.g. DCD, fine motor difficulties)
- Pupil Premium (PP) funding to ensure access to wider curriculum opportunities e.g. swimming lessons, music lessons
- Differentiation of activity, environment, support
- Advice from services e.g. Physical Impairment and Medical Service (PIMS) to develop inclusive practice for children with physical disability

At Beech Grove Primary School, how do we improve children's emotional and social development?

At Beech Grove Primary School, our core values underpin our development of children's emotional and social development. We use The Mental Health and Wellbeing Audit to develop school wide provision.

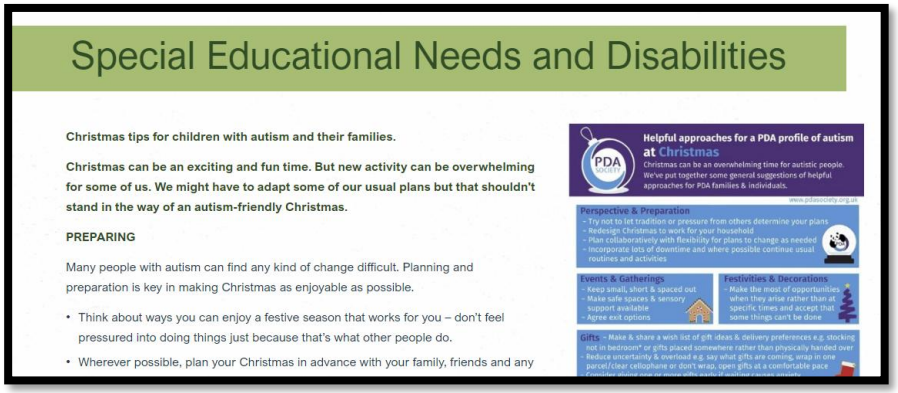
Here are some examples of how we can support children in school:

Values	***All* children**	***Some* children**	***Few* children**
Respect Resilience Courage Aspiration Responsibility Kindness	Emotion coaching approach used by all staff "Connect before Correct" Jigsaw- Personal, Social, Health Education (PSHE) Mental Health Support Team (MHST) parent workshops (offered within the Wellington cluster or within individual schools) Wellbeing Champions (working with MHST)	The Wellbeing Hub: • Emotional Literacy Support Assistant (ELSA) intervention • Cognitive Behavioural Therapy (CBT) provided by Mental Health Support Team (within groups or 1:1) • Creative Wellbeing Intervention	Children and Adolescent Mental Health Service (CAMHS) Alternative Provision e.g. Conquest Centre, Otterhead Forest School Kites Class (Enhanced Learning Provision) Hedgehog Class (Specialist Provision)

	Walk & Talk (time with key adult)	• Social Communication Skills interventions including Talkabout, Socially Speaking	

At Beech Grove Primary School, how do we involve other bodies, including health and social care, local authority support services and voluntary sector organisations, to meet children's SEN and support their families?

At Beech Grove Primary School, we use Team Around Family/Child meetings to ensure all agencies working with the family have an opportunity to contribute to the support of children with SEN. This ensures support from health, social care and education professionals is coordinated and offers the best possible outcomes for children.



We share a range of information regarding support for parents through our SEND & Wellbeing newsletter, emails to parents and via social media.
https://beechgroveprimaryschool.org.uk/News/Newsletters/

At Beech Grove Primary School, how do we handle complaints from parents of children with SEN about the provision the school has made?

We recognise that parents/carers may not always feel a situation has been adequately resolved and welcome feedback to ensure we continue to improve our practices.
This feedback can be shared with the person in question or SENCo or by following our complaints procedure (see link below)
https://beechgroveprimaryschool.org.uk/docs/Complaints.pdf

At Beech Grove Primary School, how do we support children who are looked after by the local authority and have SEN?

Around 70% of Looked After Children (LAC) have SEN (DfE 2015). Each school must allocate a Designated Teacher for LAC or Previously Looked After Children (PLAC). At Beech Grove Primary School the designated teacher is also the SENCo: **Miss Sarah Eades**. She attends annual training provided by the Virtual School and can host Personal Education Plan (PEP) meetings, ensuring close work with all professionals.

At Beech Grove Primary School, how do we contribute to the Local Offer and where can you find Information about the Local Offer?

Our SENCo attends termly SENCO network meetings that contribute to the Local Offer.

Details of the Local Offer can be found here: https://www.somerset.gov.uk/children-families-and-education/the-local-offer/