

Beechview Academy



Annual SEND Report July 2026

The information and data in this report relates to the academic year 2025/26

Beechview Academy aims to achieve excellence in all its fields of endeavour by creating an inspired, ambitious, confident and caring community of young people. The school aspires to deliver an exceptional quality of teaching and learning - it promotes high expectations for all, including these pupils with SEND, by working in partnership with parents/carers, working with specialist services and listening to pupils. The staff have flexibility in their practice, while ensuring continuity of learning. The school is committed to the inclusion of children with special needs, but recognises there may be reasons for withdrawal in certain situations.

SEND School Profile

At present there are 42 children registered with additional needs and they make up 23% of the whole school population

SEND Breakdown of School Population	Number of children	% of school population
Educational Health Care Plan (EHCP)	5	3%
EHCP with Pupil Premium	1	0.5%
SEND support plan (Total)	42	23%
SEND support and Pupil premium	21	11%
SEND support (no pupil premium)	21	11%

SEND by Year groups below:

Overview of SEND				
YEAR GROUPS	SEN SUPPORT (K)	EHCP YES to ASSESS	EHCPs' (E)	TOTAL SEN
YEAR 3	8	1	1	10
YEAR 4	6	1	1	8
YEAR 5	13	2	0	15
YEAR 6	4	2	3	9
TOTALS	31	6	5	42

Identifying Special Educational Needs:

There are four main areas of need which included:

- 1.Communication an interaction
- 2.Cognition and learning
- 3.Social, Emotional and Mental Health (SEMH)
- 4.Sensory and/or Physical

The 4 areas of SEND are stated below:

Overview of SEND					
NEED TYPE	Year 3	Year 4	Year 5	Year 6	Total
Communication and Interaction	1	2	2	3	8
Cognition and Learning	1	0	6	2	9
Social, Emotional and Mental Health Difficulties	8	6	7	4	25
Sensory and/or Physical Needs	0	0	0	0	0
Total	10	8	15	9	42

We believe that early identification of SEND is crucial to the wellbeing of all our children. To support us in our early identification we:

1. Liaise with parents at earliest points of the child starting Beechview Academy
2. Attend transition reviews for each pupil
3. Plan and deliver the appropriate interventions

This enables us to discuss the child's strengths and needs allowing us to prepare additional resources, interventions or carry out prompt referrals.

The SENCO attends termly pupil progress meetings. This supports us in the identification of children who are not meeting age related expectations. The impact of these meeting allow the school to:

1. Analysis assessment data and identify children of concerns
2. Class teachers to complete record of concern forms allowing SEND team to observe the child
3. Monitor children through assessments and observations (record of concerns)
4. Liaise with parents regarding concerns
5. Carry out referrals to specialist service such as SALT, OT or Specialist Teachers

Provision and Attainment

Provision

Any child identified on the SEND register receives additional support. The SEND support plans and whole class provision maps outline any support in addition to ordinary available teaching for pupils within the class.

The SEND team will work alongside teachers and LSA to develop and embed SEND support plans that clearly outline the pupil's current levels, linking it to next steps in learning and suggested activities. LSA's attend fortnightly training to plan daily intervention sessions. At the end of the interventions, the class teacher and LSA review the pupils learning and state the exit level.

Parents/Carers are invited to termly meetings with class teachers and where appropriate the SEND team to review their child's learning and celebrate their success.

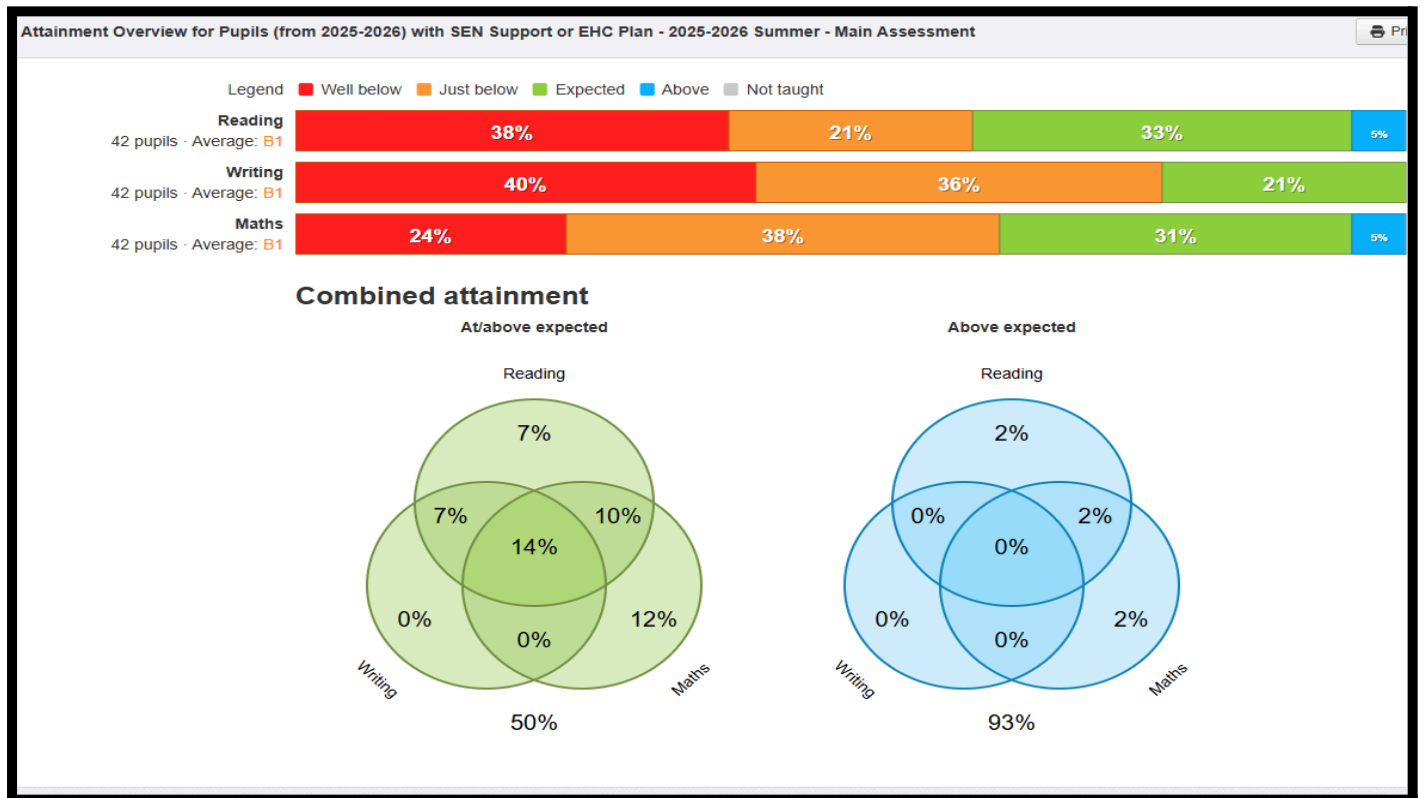
Below illustrates the Four Areas of SEND and how it is supported at Beechview Academy

Cognition and Learning		
Universal	Targeted	Specialists
Quality First Teaching 1:1 reading Visual prompts and resources Practical resources <u>Task planners</u> Scaffolding Chunking	Nessy Literacy Intervention Lexia Intervention RWI phonics Intervention Word aware Maths intervention groups Spot light reader Learning Village intervention	Differentiated curriculum Individual interventions Access to ICT Cognition and Learning STS Specialist teacher service
Communication and Interaction		
Universal	Targeted	Specialist
Quality First Teaching Talk partners Modelling Visual timetables Teachers communicating appropriately to all pupils PACE approach	<u>Now and next boards</u> Visual prompts Pre teaching vocabulary Language link interventions Lego club Social story <u>Social skills games</u>	SALT advise sessions SALT session provided by OWL SALT interventions provided by SEND team Language and ASD specialist teachers

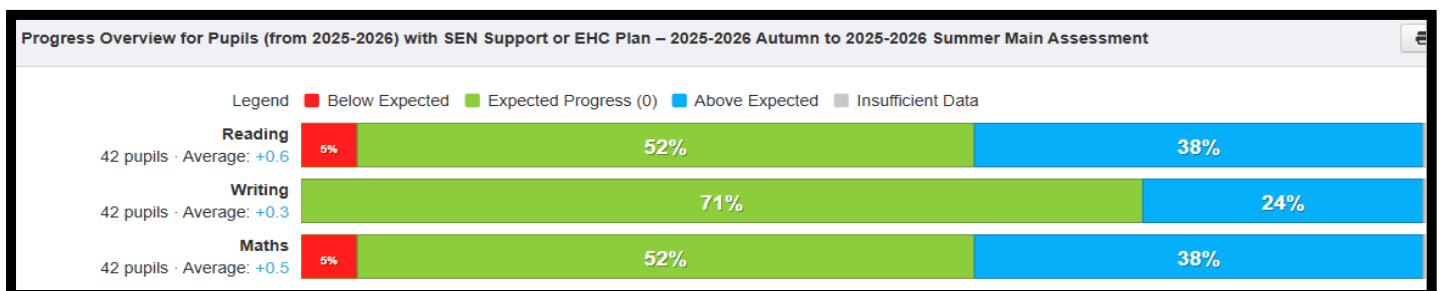
Social, Emotional and Mental Health (SEMH)		
Universal	Targeted	Specialist
Calm corner/boxes in class PACE approach by adults <u>Zones of Regulations</u> <u>Movement break</u> Rewards systems: class dojo, celebration assembly, reward time	<u>Sensory Circuits</u> Social skills interventions <u>Bee Amazing intervention</u> Volcano in my Tummy Intervention Book of Beasties Intervention Key Adult check-in EBSNA support Access to quiet room/extension	Positive behaviour charts <u>Home/School communication book</u> Individual timetable/Reduced timetables External support: MHST, CAHMs, PRU
Sensory and Physical		
Universal	Targetted	Specialist
Daily handwriting Specialist pencil/scissors Fidget toys Fine motor activities	Fine motor intervention Fizzy Pop interventions Wobble cushions Chewy Necklace Sensory breaks Ear Defenders Weighted blankets Resistance bands Writing Slopes Additional movement breaks	Specialist equipments Risk assessments Occupational Therapy advice sessions OT interventions

Progress and Attainment of SEND pupils in 2025-26

Below shows the attainment of pupil with SEND support and EHCP at Beechview Academy for Autumn 2025-Summer 2026



Below shows the progress of pupil with SEND support and EHCP at Beechview Academy for Autumn 2025- Summer 2026



SEND Budget

The SEND budget is spent on supporting individual pupils through:

- LSA support
- Specialist resources
- Delivery and implementation of Interventions
- CPDs for all staff supporting individual needs
- Support and advice from outside agency

Resources Purchased / Accessed

- Nessy Dyslexia program
- Language link program
- Learning Village program
- Lexia program
- Alternative resource provision
- Pupil referral unit
- Sensory Circuit resources
- Lego Therapy-Lego boxes
- Fine motor resources
- Classroom provision resources

External Agencies

Below illustrate the referrals from 2025-2026

