

SEND Information

Every student has the right to reach their full potential. Beechwood School acknowledges that each student has a right to a diverse, balanced, timely, and challenging curriculum that is tailored to their unique abilities, talents, and character traits. Beechwood School believes that the majority of students' needs will be met in the classroom through Quality First Teaching (QFT) and differentiation, and that students will make sufficient progress through such instruction. This is in line with the SEN and Disability Code of Practice (2015). The Senior Leadership Team (SLT), Director of studies and members of the Inclusion department periodically observe the effectiveness of QFT and differentiation to ensure that every student has appropriate access to the curriculum. The school staff is regularly updated and provided with resources and training on effective techniques to support pupils in core subjects via INSET and training days or meetings with the school Inclusion Department.

As stated in the Special educational needs and disability code of practice (2015):

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

The Code of Practice states that there are 4 broad areas of SEND:

1. Communication and interaction
2. Cognition and learning
3. Social emotional mental health
4. Sensory or physical

Identifying and Assessing Special Educational Needs

Through discussions/ meetings with parents, teachers and thorough information obtained from student's primary schools, children and young people may be recognised as having various Special Educational Needs. Additionally, methods for data analysis, including tests for literacy, numeracy, and subject-specific knowledge, are in place. A personalised plan is created and interventions are implemented after the Special Educational Needs/Disabilities Co-ordinator (SENDCo) and Inclusion team analyse the child or young person's needs.

Additional Information

A student's name will be placed on the school's SEND register when they have an identified special educational need. The register, which informs school staff about each student's needs, is frequently updated. For a particular need, students might receive additional, brief intervention. The typical format for this is small group or one-on-one help for a period of six to ten weeks. Staff members from the school or assistance from a pertinent outside organisation may be involved. The interventions running and the outside agencies working in school, vary according to current need in the school.

The current Intervention offer at Beechwood School:

- ELSA (Emotional Literacy Support Assistance) intervention
- Anger management sessions
- 1:1 Mentoring
- Literacy Catch-Up Intervention
- SALT (Speech and Language Therapy) interventions
- Daily 1:1 check-in
- Handwriting intervention
- Paired / Grouped reading interventions
- The Learning Hub: Small group learning support
- The Achievement Centre: Curriculum Support
- Study Plus Sessions – Literacy Focused
- Lexia – Literacy Focus
- Bedrock -Vocabulary focus

External Provision:

- Educational Psychologist assessments
- School Counselling
- MHFT (mental health first team) support
- SALT (Speech and Language Therapy)
- SEBDOS (Social Emotional Behaviour Outreach Service)
- Equine Therapy

If you have a concern:

Parents are initially advised to speak with their child's form tutor if they have any concerns. Any concerns raised will be relayed to the DOS (Director of Studies) and a meeting will be organised with the SENDCo and / or staff from the Inclusion team. The team will also be available to speak to at Parent's / opening evenings.