

SEND Information Report 2025-2026

This Special Educational Needs and/or Disability (SEND) Information Report has been compiled using the information required as set out in the [Special Educational Needs and/or Disability Code of Practice and Regulations 2015, Regulation 51, Schedule 1.](#)

General School Details:	
School Name:	Beechwood Primary
School website address:	www.beechwoodschoolruncorn.co.uk
Type of school:	Primary
Description of school:	This is a smaller than average Primary School situated in the Beechwood area of Runcorn. The vast majority of our pupils are of white British heritage. The proportion of pupils eligible for the pupil premium is well below the national average. The proportion of pupils who are disabled or have special educational needs is above the national average.
Does our school have resource base? Yes or No If Yes please provide a brief description.	Yes In 2019 the school opened a resource base for pupils with Social, Emotional and Mental Health needs (SEMH). As of April 24 the resource base increased its numbers from 6 to 8, catering for pupils aged between 4 -7 years old. The base offers additional support to those children highlighted by the Local Authority and in receipt of an EHCP (or undergoing the assessment process) where their primary need is highlighted as SEMH. The aim of the resource base is to support children's wide range of SEMH needs and enable them to access/return to mainstream education. To facilitate this the base is staffed by 1 class teacher and 2 Teaching assistants.
Number on roll:	152
% of children at the school with SEND:	23%
Date of last Ofsted:	January 2025
Awards that the school holds:	Quality Mark, School Games Platinum, Music Ambassador School, Music Mark, Advanced Thinking School, ICT mark, Eco Schools Silver, Artsmark Gold, Healthy Schools Gold, Green Tree School Gold.
Accessibility information about the school:	We are a single story site There are two disabled parking spaces in the car park. There are 5 entrances to the school that are wheelchair accessible and 1 ramp into the mobile classroom. The pond and school field are also wheelchair accessible. Within the school building there are two accessible toilets, one of which contains changing and showering facilities. The school also has a sensory room and outdoor multisensory area. The curriculum is differentiated appropriately to meet the needs of all pupils and where appropriate staff are allocated to support individual pupil needs.
Please provide a web link to your school's Accessibility Strategy	www.beechwoodschoolruncorn.co.uk/website/policies/4134

Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	2x TAs Trained in Manual Handling 1x Teacher National Award for SEN co-ordination 2x Teacher trained in working with children with SPLD 2 X TA ELSA trained 2x EBSNA 2 x TA ELKLAN trained 4 X staff trained in Mental Health First Aid 2 x staff NELI trained 2x staff trained in Trauma Informed Practice All staff – Asthma and Allergy training. 3X staff trained in Working memory and Cognitive load Team Teach trained (Supporting Positive Behaviour Management) All Staff – Autism Training (Making Sense of Autism) Feb 22, Training linked to: Dyslexia, Visual and Auditory memory, Brain Injury Awareness, SEMH, Speech and Language training, PCP, Intensive Interactions, Sensory Awareness
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School Policies/Procedures: Add website links to <u>each individual policy</u> below or explain where policies can be accessed by parents/carers	
SEND Policy	www.beechwoodschoolruncorn.co.uk/website/policies/4134
Safeguarding Policy	www.beechwoodschoolruncorn.co.uk/website/policies/4134
Behaviour Policy	www.beechwoodschoolruncorn.co.uk/website/policies/4134
Equality and Diversity	www.beechwoodschoolruncorn.co.uk/website/policies/4134
Pupil Premium Information	www.beechwoodschoolruncorn.co.uk/website/policies/4134
School Complaints Policy/Procedure Policy must specify <i>'Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school'</i> .	www.beechwoodschoolruncorn.co.uk/website/policies/4134 SEND policy and Complaints policy

Range of Provision and inclusion information:	
How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.	• When pupils have identified SEND before they start here, we work with the people who already know them and use the information they already have available to manage the particular needs within a mainstream setting • If you tell us you think your child has SEN, we will discuss this with you and investigate. We will share with you what we find out and agree next steps with you as to how we can all help your child. We follow the Graduated Approach carefully, ensuring the 'assess, plan do and review' stages are implemented. • If your child does not appear to be making the same level of progress, whether academic, social

Range of Provision and inclusion information:	
	or emotional, as other children of their age, we will undertake assessment in school and if appropriate, consult outside agencies, to identify possible barriers to their learning. Parents and carers will be involved at all stages. • We are child and family centred so you will be consulted in all decision making about your child's support. • We will ensure that Parents are given the details for Halton SEND Partnership where they can access additional advice and support if necessary. • When we assess pupils, we discuss if specific issues and behaviours presented are the same at school and at home; we take this into account and work with you so that we are all helping your child in the same way. • We will write individual support plans with pupils and parents / carers, which will be reviewed regularly. • We use differentiated homework tasks to repeat and practise activities that are new and present an achievable challenge.
What extra support we bring in to help us meet SEND: specialist services, external expertise and how we work together. For example health, social care, local authority support services and voluntary sector organisations.	• When necessary, we receive support from specialist and professional agencies, including specialist teachers from the SEN assessment team, who provide training for our staff; advise on strategies and programmes and will make referrals for further assessments, if we believe they support the child. • The SENCO attends half termly Group Consultations, led by two Educational Psychologists and various other agencies such as CYPMHS, where individual pupils are discussed and advice is given, and strategies shared with the SENCO or school staff attending • Where appropriate we can access additional input for specific needs e.g. speech, language and communication, visual and hearing impairment, behaviour related difficulties, autism spectrum conditions, moderate / severe learning difficulties. • We can access support from local authority services and local special schools who provide outreach. • We can access support from occupational therapy and physiotherapy for pupils who require this input and specific resources. We also get support from a school nurse who produces care plans for pupils with medical needs.

Range of Provision and inclusion information:	
	Where appropriate we hold multi-agency meetings with parents, and seek the pupils view to review the child's progress. At these meetings we consider such things as: actions to support learning, targets for achievement and agree ways to work together. A review date is always set to evaluate progress. This information is recorded to ensure accountability.
How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.	• Specialist equipment to support the curriculum. • Individual workspaces • Access to a range of ICT resources such as iPad/laptops and APPs to support pupils with Hearing/Visual impairments. • Adaptations to furniture and classroom layout • Adaptations to the curriculum to ensure inclusive practice • Prompt and reminder cards for organisation • Symbols and visual prompts – e.g. visual timetables
What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?	• Following undertaking Boxall Profile, an individual plan is created which includes strategies and resources to help support individual pupils • SEN Team are regularly consulted regarding individuals - strategies and plans are shared with staff and included into individual Support Plans, which are regularly reviewed with pupils and parents/carers • Access to quiet/safe areas when needed • Black Sheep resources are used with individuals to support pupils with social and communication difficulties around a variety of social situations in school/home. • ELSA • Lego Therapy • Visual timetables, 'Now and Next' cards, interactive games, social stories are some of the resources used regularly with individuals • Socially Speaking Intervention programme.
What strategies/programmes/resources are available to speech and language difficulties?	• Regular consultation with SALT (Communicate) • Delivery of personalised speech and language programme, as specified by speech and language therapist • Identified support from teaching assistant within class for pre-learning vocabulary • Identified support from teacher/ TA for small group or individuals. • Range of language resources and programme materials • Lego Therapy • ELKLAN trained TA's

Range of Provision and inclusion information:	
	• PODD • Makaton
Strategies to support the development of literacy (reading /writing).	• Quality first teaching – differentiated to meet the child’s needs • All staff T4W trained. • All staff RWI trained. • Flexible phonics groupings. • Small group support in class for guided reading / writing • Withdrawal into target groups for intervention programmes aimed at developing reading / writing skills • Touch Typing • Visual/Auditory memory interventions. • RWI – targeted phonic support • Magical Spelling • Year 6 booster sessions carried out in preparation for SATS • Extra targeted guided reading sessions delivered by teacher / teaching assistant - Individually targeted daily reading with teacher / teaching assistant
Strategies to support the development of numeracy.	• Quality first teaching of Singapore Maths – differentiated questioning and resources to meet the child’s needs • Small group support in class through guided teaching and questioning. • Withdrawal in a small group or 1;1 for Pre teaching of Maths skills. • 1x Teacher and 1 x TA trained in Intervention in a Mastery context. • Targeted gap task teaching, carried out by teachers / teaching assistants • Year 6 booster sessions carried out in preparation for SATS • 1 x teacher trained as a mastery maths specialist
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	• Personalised and differentiated curriculum • Where appropriate, we use 1:1 support in the classroom from teacher or teaching assistant to facilitate access through support or modified resources • Specialist equipment as necessary, specified by SEN Services or within an EHCP. • Individual School support plans (educational, behaviour, pastoral) • Strategies put into place as provided by professionals/ specialist services / outreach
How we track and assess pupil progress towards the outcomes that we have	Monitoring of pupil progress through

Range of Provision and inclusion information:	
targeted for pupils (including how we involve pupils and their parents/carers). What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.	• Target setting, assessment, monitoring and review of pupil progress • Observations carried out regularly by members of the Senior Leadership Team (SLT), learning walks, pupil interviews and book scrutiny • School support plan written in conjunction with parents and include the view of the child. • External professionals undertaking assessment • Regular review of targets with child/parents, appropriate to need. • If provision or interventions need to be extended this will be agreed by the class teacher, SENDCO and SLT. All changes will be fully discussed with both parents and where applicable children. • All interventions are reviewed and evaluated on a regular basis and progress is discussed with the SLT. • Through target setting and evaluations at EHCP/MAP/CIN/PEP meetings
Strategies/support to develop independent learning.	• Quality first teaching • Individual success criteria • Use of individual timetables and checklists • 'Chunking' of activities • Visual prompts • Personal development targets Access to a range of recording devices.
Support /supervision at unstructured times of the day including personal care arrangements.	• Where appropriate, named midday supervisor at lunchtimes • Where needed, we use individual support plans which specify break and lunchtime provision • Quiet, indoor/outdoor area available at break times and lunchtimes • Playtime buddy system Specified staff are responsible for personal care for named pupils and care plans in place for medical needs
Extended school provision available; before and after school, holidays etc.	• Based on the school site is an independently run Link Club which offers before and after school care. • We run an early morning library. • We also run a wide range of inclusive after school activities which are available for all pupils. • Activities for targeted pupils e.g. Fit for Life, after school cookery club We signpost parents to the Local events page on the Local Offer: http://board.halton.me/ and to the SEND Parents/Carers forum.
How will we support pupils to be included in activities outside the classroom	• Trips are planned in advance and are accessible to all.

Range of Provision and inclusion information:	
(including school trips) working alongside their peers who do not have SEND?	• Transport is planned in advance alongside any risk assessments necessary. • Where appropriate a TA will be assigned to a pupil who needs additional support. • Wheelchair access to both The Dell and Field allow all pupils to access Forest Schools and Allotment. • Where needed we use support plans which specify break and lunchtime provision • All Reception children have a Y6 Buddy • All pupils within the SEMH resource base have 2x Y5 Buddy. • All children are part of a school house team and work collaboratively on specific activities such as sports day. Excellence weeks ensure that pupils work with pupils from other classes and year groups
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	• Where appropriate, planned support from teaching assistants • Meet and greet at start of day, Morning Challenge activities • Soft landing for all pupils with a focus on mindfulness. • Where appropriate, parental contact daily through SEESAW • Reward systems based on pastoral targets • Individualised School support plan • Targeted programme of activities, including Mindfulness, Growth Mindset and Boxall profile • Referral to outside agencies, including UK Child Bereavement and CYPMHS • RSE curriculum to support building of relationships and emotional wellbeing. • 5 ways to wellbeing • Nurture support for targeted pupils • Access to Multi-sensory room, outdoor sensory area and regulation station. • Forest School and Allotment • Zones of regulation • Buddy system • Play leaders
What strategies can be put in place to support behaviour management?	• Use of the school's behaviour policy and implementation of school behaviour management programme • Strategies employed from Team Teach Training, with a focus on de-escalation

Range of Provision and inclusion information:	
	• Where appropriate, individual behaviour plans and then if necessary, support plans are put in place • Social skills / behaviour group using social skills programme • Where appropriate, daily behaviour record focussing on identifying triggers and strategies to reduce these. • Meet and greet at the start and end of the day • Time-out support • Reward systems, including target time, extra playtime or those suggested by the children. • Support and intervention from outreach behaviour specialist • Strategies in place for unstructured times of the day e.g. alternative location for break time • Referral to PBS (Positive Behaviour Support Team) Zones of regulation
How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i>	• Regular meetings with parents • Transition plans for individual children • Foundation Stage Teachers, alongside Head teacher carry out transition meetings and observations at nursery/pre-school settings • SENCO, alongside Head teacher carry out transition meetings and observations at nursery/pre-school settings for pupils entering the SEMH resource base. • Risk assessments completed • Social stories and visual prompts for pupils • Work through RSE on managing and preparing for change • Programme of visits – specifically tailored to individual pupils Longer term links with secondary schools to increase familiarity
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	• Intervention from physiotherapy / occupational therapy team • Assessment and individual programmes • Specialist resources as specified by medical services • Delivery of planned intervention programme by skilled member of school staff. • Close liaison with medical staff/school nurse where required • Staff training for managing particular medical needs • 4 X staff trained in Mental Health First Aid

Range of Provision and inclusion information:	
	• 7 teaching assistants are first aid trained. • 1 Midday assistant is first aid trained. • 9 staff are trained to use de-fib machines • 3 staff are Outdoor first aid trained. • 2 staff are Manual Handling trained. • 1 staff has training for Diabetes management. • All staff have Asthma and Allergies annually
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	• Pupils' views are very important to us and we listen to the pupil voice i.e. pupil interviews, suggestion box, letters to Luna and the Junior Leadership team • Parent Workshops are offered in all year groups and parents are invited in to school • Parent Consultations take place for all pupils during the Autumn and Spring term where parents discuss the progress of their child and questionnaires are given out. • The school operates an open door policy. • Parents have the facility to access SEESAW, which is updated regularly with examples of their child's learning. This also offers a messaging system where parents can share learning at home and staff can answer any queries. • There are other opportunities where parents are welcome to join us, for example Learning Journey and class assemblies • Through the Halton website (https://localoffer.haltonchildrenstrust.co.uk/), the school will signpost appropriate groups and organisations to you, which are relevant for your family's needs. • The school works closely with the local authorities and other outside agencies and can support families through a MAP or referral to Nurturing Parenting or Triple P Parenting course
How additional funding for SEND is used within the school with individual pupils.	Schools receive funding for all pupils including those with special educational needs and disabilities and we meet pupils needs through this (including additional support and equipment) If the assessment of a pupils needs identifies something that is significantly different to what is usually available, there will be additional funding allocated or applied for.
Arrangements for supporting pupils who are looked after by the local authority and have SEND. Including examples of how pupil premium is used within the school.	• Regular home/school contact with carers to discuss concerns or to share important information related to the child's well being. • SENCO and Designated teacher attend termly PEP meetings

Range of Provision and inclusion information:	
	• SENCO and Designated teacher consult with pupils, parents, carers, social care, and staff as part of the PEP target setting process. These are reviewed termly, and new targets set. • To purchase and deliver specific interventions and resources meet the needs of individuals or groups of pupils • Enterprise groups that develop the whole child, especially, literacy, maths and self- esteem.
SENCO name/contact: Rebecca Slonecki (Mainstream SENCO) Claire Forshaw (Resource Base SENCO) send@beechwoodprimary.co.uk	
Headteacher name/contact: Gemma Snell head.beechwood@haltonlearning.net	
ANNUAL REVIEW 2025-2026 Completed by: Rebecca Slonecki and Claire Forshaw Date: September 2025	