

SEND School Information Report

Updated February 2026



Beacon View Primary Academy
The best in everyone™
Part of United Learning

At Beacon View Primary Academy, we believe that all pupils should be respected and valued in accordance with our school values. We strive to ensure that all children with Special Educational Needs and Disabilities feel supported, confident and happy in school and achieve the best possible outcomes. This is achieved through a mix of quality first teaching and personalised provision. We are a needs-led school and respond to need rather than diagnosis. We work alongside external agencies to access expert advice and support.

Currently, approximately 20% of children have SEND at Beacon View Primary Academy. (February 2026). This includes Pre-school.

This SEND Information Report explains how our school identifies, assesses and supports pupils with Special Educational Needs and Disabilities. It is updated annually and is part of our statutory duty under the SEND Code of Practice (2015). It should be read alongside the school's SEND policy.

Who has responsibility for SEND at Beacon View?

SEND - Key people at Beacon View Primary Academy	
Class Teacher	<p>Your child's class teacher has responsibility for the learning of all pupils, including those with SEND. It is their responsibility to inform you if your child has SEND and if they are on the SEND register.</p> <p>The class teacher is responsible for writing SEND Support Plans (SSPs). These are personalised plans that document the small, targeted areas that your child will be working on, with support. Your child's class teacher should be the first person that you approach if you should have concerns about your child's needs.</p>
Teaching Assistant	<p>Teaching assistants, who are class based, work with all pupils, including those with additional and special educational needs. They may deliver interventions to small groups or to individual children. Some teaching assistants may work on a 1:1 basis with a particular pupil.</p>
Inclusion Team	<p>The inclusion team support children with SEMH and other needs in The Haven. They also work with families to ensure that they get the support they need.</p>

SENDCO	Mrs Lorraine Osmend is the SEND coordinator. She has day-to-day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. If you have any queries regarding SEND provision at Beacon View, please contact Mrs Osmend via school@beaconviewprimary.co.uk
School Governor	Mr Ian Fielder is the SEND Link Governor. He reports to the Governing Body regarding the SEND provision at Beacon View. The Governing Body is responsible for ensuring the school is carrying out its duty as stated in the SEND Code of Practice.
Principal	Miss Catherine Williams is the Principal. Alongside the SENCO, she determines the strategic development of the SEND policy and provision in the school in order to raise the achievement levels of children with SEND.
The Local Authority	
Portsmouth City Council	Beacon View is part of the authority of Portsmouth City Council. Portsmouth City Council publishes its Local Offer which details the information, support and services that Portsmouth City Council expects to be available in the local area for children and young people aged 0-25 with special educational needs or a disability (SEND). The Portsmouth Local Offer can be found by following this link: https://portsmouthlocaloffer.org/

How do we consult with parents/carers of children with SEND?

At Beacon View, we believe that the parents/carers of children with SEND have a vital and unique knowledge about their children's needs and it is essential that we work in partnership to secure the best outcomes for your child. We will endeavour to:

- Contact you to discuss any initial concerns we may have.
- Invite you to parents' evening and other meetings to discuss your child's progress and to share your views.
- Inform you if your child is on the SEND register (or if they have been taken off)
- Provide SEND Support Plans (SSPs) that detail short-term targets that your child is working towards.
- Signpost you to external agencies and organisations that might give you additional support.
- Provide additional workshops/drop-in sessions in school to provide further information about different SEND matters.

What should you do if you think your child might have SEND?

In the first instance, contact your child's class teacher. If you require more information, contact the SENCO, Mrs Osmend.

How do we identify children with SEND?

Children may be identified as having SEND through a variety of ways including the following:

- Liaison with previous nursery/school
- Child is performing below age-expected levels
- Concerns raised by a parent
- Through termly Pupil Progress meetings held between teachers, members of the senior leadership team and the SENDCO
- Concerns raised by a teacher
- Liaison with external agencies, eg Educational Psychologist, CAMHS etc
- Health diagnosis through a paediatrician or doctor

This will all be done in consultation with parents/carers.

How do we deliver a SEND appropriate curriculum?

Through the following:

- Adaptive teaching and learning that seeks to enable all children to achieve developmentally appropriate learning objectives.
- Providing effective adaptations and scaffolds to support children's learning
- Adjusting the learning environment where needed, this might be, for example, through seating a pupil in a particular area of the classroom, providing ear defenders or enabling a pupil to have their own workstation.
- Providing additional adults to work with groups of children or, on occasion, individual children.
- Providing pre-teaching or post-teaching.
- Seeking specialist advice to help support children with SEND, when needed
- In some cases, it may be necessary to modify the curriculum to suit the needs of particular children.
- Providing specialist interventions by trained TAs/Inclusion officers.

How do we ensure accessibility for all children?

We provide the following:

- A lift to access the first floor
- Two Evacuchairs (one at the top of each flight of stairs)
- Specialist furniture, such as chairs or tables
- Writing slopes
- Modified equipment
- All extra curriculum activities are accessible to children with SEND, including school trips
- When needed, medication can be administered on site. Where necessary, a 'Health Care Plan' may be put in place
- Risk assessments are used when deemed appropriate

This list is not exhaustive but gives some examples of what is in place at Beacon View Primary.

What does support for SEND actually look like at Beacon View Primary Academy?

At Beacon View, we use the 'Graduated Approach' to support our children with additional needs and SEND:

Graduated Steps		
Stage of Support	What does this support look like?	What happens if this support isn't successful?
Step 1: Universally Available Provision – Quality First Teaching	<p>All children receive:</p> <ul style="list-style-type: none"> High quality teaching and learning in class Adaptations and scaffolds to meet all learning needs 	The pupil will move on to Step 2 if limited or no progress is made. Pupils and parents/carers are informed and consulted. Additional support will be provided.
Step 2:	<ul style="list-style-type: none"> Children may receive a short intervention programme 	The pupil will move on to Step 3 if, despite the additional support and intervention, they continue to make little or no progress. This may involve a referral to an external agency to receive specialist advice.
Targeted – Additional interventions	<ul style="list-style-type: none"> Their progress will be measured through a baseline and exit assessment Children and parents will be informed of the programme and the progress made <p><i>Your child may be added to the SEND register or monitoring list</i></p>	
Step 3: Specialist Intervention	<ul style="list-style-type: none"> Children may be referred to external specialist provision A request for an Education, Health and Care Plan may be requested 	
EHC Needs Assessment (EHCNA)	EHC Plan	
Step 4: Directed, specific individual support	<p>Once an EHC Needs Assessment (EHCNA) has been approved by the local authority:</p> <ul style="list-style-type: none"> Outcomes will be devised (in consultation with the parents/carers) Specific resources, budgets and interventions will be named by the local authority 	<p>Once the plan has been issued:</p> <ul style="list-style-type: none"> All staff working with the pupil, will have the EHCP paperwork shared with them Short term targets will be set and shared with parents/carers and pupil Where directed, an additional member of staff may be appointed or directed to work with the pupil on a 1:1 or small group basis An annual review meeting will be scheduled

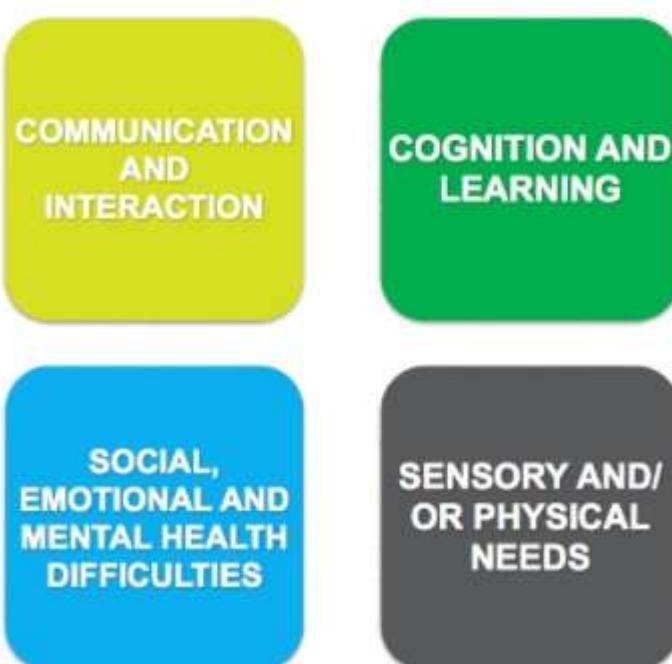


The graduated approach

How do we measure what level of impact the specific support for children with SEND is having?

- All children on the SEND register will have an SSP (SEN Support Plan) or HSP (Haven Support Plan). This will have short term targets that will be regularly reviewed and updated.
- The impact of all interventions will be measured by an entry and exit assessment.
- If progress is not made, the SENDCO will seek more specialised support.
- Parents and carers will be kept informed about any interventions and their impact. You may be asked to assist in helping your child reach their targets through doing some additional practice at home.

What are the broad areas of need?



How do we support children's different needs at school?

Children with SEND will have different needs. The first way of supporting them is through quality first teaching in the classroom. This means that teachers ensure that their pupils' needs are met within the classroom through making reasonable adjustments. In addition to this, we may implement an intervention or provide a specific resource to help support some pupils.

How we support children with **COMMUNICATION AND INTERACTION**

Speech and Language	Speech and Language interventions focus on specific targets set by a speech and language therapist. These will focus on communication and language development. They will usually be delivered by a TA who has had additional speech and language training.
NELI & WELLCOMM	NELI is an early years intervention that targets children's language and early literacy skills. It is delivered by a trained TA to small groups over the course of 20 weeks. WELCOMM is a speech and language toolkit designed to screen and support children's communication development. WELCOMM is used universally for all children in the early years foundation stage (nursery and reception years).
Social Stories	Social stories are a communication tool. The stories are short description of a particular situation, event or activity, which includes specific information about what to expect in that situation and why.
Visual Supports	Visual supports are used as a communication tool. These are resources like visual timetables or a Now and Next board. They help provide structure and routine and to ease anxiety and frustration.
Social Communication groups	We have small group sessions using programmes such as Hamish & Milo, Talkabout and Socially Speaking to address issues such self-esteem, assertiveness, body language, social skills etc.

How we support children with their **COGNITION AND LEARNING**

Precision Teaching	Precision Teaching is a 1:1 intervention that works to achieve high levels of fluency and accuracy in specific areas of reading, spelling or maths through over-learning. This is done daily on a 1:1 basis with an adult.
NESSY – reading and spelling	NESSY is an interactive computer programme that is used for pupils with dyslexia or dyslexic tendencies and will target specific areas of need in reading and spelling. Children usually do four NESSY sessions a week. This can be done independently or with adult supervision lower down in the school.

Phonics interventions	All children in Year R, 1 and 2 have daily phonics lessons. If a child is not making sufficient progress in phonics or is found to have gaps in their phonics knowledge, they will take part in small catch-up sessions targeting specific sounds or phases of the phonics programme. Children in KS2 may also be assessed to see if they have any phonics gaps and will either be part of the daily phonics groups or 'Fresh Start'.
Educational Psychologists	If a child continues to make limited or no progress, we may make a referral to the educational psychology service. The EP will run an observation and assessment and then have a consultation with the parent/carer and representative from the school.

How we support children with their **social, emotional and mental health**

ELSA	An ELSA intervention is a short term, individualised programme designed to address the emotional needs of a pupil. Programmes are delivered by a trained ELSA (Emotional Literacy Support Assistant) and will usually take place over approximately six to ten sessions.
Hamish & Milo	Hamish & Milo is an evidence-based wellbeing programme to support children's social, emotional and mental health needs. Programmes are delivered by our Inclusion Team, over 10 weeks, in small group, themed interventions. Targeted areas include friendships, anxiety, anger, loss, resilience and self-esteem.
Mental Health Support Team (MHST)	The MHST will work with children and their families to support those children suffering from mild to moderate mental health issues.
Multi-Agency Behaviour Support Team (MABS)	Sometimes we may make a referral to MABS. This would be used to access specialist support and advice. We will then implement their recommendations.
Zones of Regulation	This is a proven whole school programme to support children to self-regulate during difficult situations. Strategies for regulating emotions are developed and children learn to identify difficult situations and how to react appropriately.
Drawing and Talking Therapy	Drawing and Talking is a child-centred, one-to-one intervention focusing on supporting the social and emotional wellbeing of children and helping them to process emotional pain or trauma they may be experiencing.
Other interventions	We use a whole range of other interventions and resources to support the SEMH of pupils. This includes: Worry Blobs, Circle Time, Cards Against Anxiety, 1:1 Zones of Regulation work, Scenario cards and other bespoke 1:1 and group work.

Inclusion Team	The inclusion team focus specifically on SEMH needs. They deliver interventions to individual and groups of children and support pupils in class.
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How we support children with **PHYSICAL** and **SENSORY** needs

Sensory Circuits	Children with sensory processing issues may be taken to do a sensory circuit. We have a sensory circuits room that is accessible throughout the school day.
Sensory Room	We have a small sensory room that can be used. This is used to help children who may be dysregulated or who require calming sensory provision.
Fine Motor Skills groups	Some children will take part in a fine motor skills group. This may focus on strengthening grip, using scissors or cutlery or handwriting, for example
Risk Assessments	Children with medical needs or disabilities will have risk assessments. These are created in consultation with parents/carers and are reviewed regularly.
School Nurse	The school nurse is often in school to screen the health of our pupils. We may also refer individual pupils to the school nurse to seek specialist support with issues such as toileting, sleep or diet.
Other	If directed by a physiotherapist or OT, children may have individualised exercise programme that will be delivered by a member of staff.

How are staff trained to deal with the needs of children with SEND?

Staff Members	Who trains them?	Knowledge and Skills obtained
SENDCO	Institute of Education In-house training from United Learning Courses run by local authority agencies – eg Educational Authority, Inclusion Outreach, MABS etc	National SEN Award Training Qualification Understanding the complex needs of children with SEND and strategies that promote inclusivity. As above

Class Teachers/Teaching Assistants	Senior Leadership team/SENDCO Courses run by local authority agencies – eg Educational Authority, Inclusion Outreach, MABS, Children's Therapy services etc – external and in-house	As above
Link Governor	Local Authority	SEN Code of Practice Understanding of responsibilities to support SEND pupils in school.

How do we involve children with SEND in their education?

- When referrals to external agencies are made, children are often asked to fill in a 'This is Me' document. This asks them to share what is going well and what areas they would like support in.
- All children take part in an annual United Learning survey where they can share their opinions about school.
- Children who have Special needs Support Plans (SSPs) or Haven Support Plans (HSPs) discuss their targets with an adult in their class.
- If your child has an EHCP or an Annual Review of their EHCP, then their views will be obtained before any meeting.

How do we listen to the views of pupils with SEND?

- When we make a referral to an outside agency, pupils are encouraged to complete a 'This is Me' document that gives their views about school.
- Any allegations of bullying are taken very seriously. All information about this can be found in the Beacon View Bullying Policy which is available on our website.
- Staff reflect on the findings of the pupil survey, and make changes where possible
- Pupil voice is gathered when staff do subject reviews/monitoring walks
- Our SEN Governor also collects pupil voice.

How do we manage transition into school and between year groups?

If your child is joining us in Reception or another school:

- Your child's new teacher/SENDCO will arrange a time to discuss the best ways to support your child prior to them starting at school.
- Your child's new teacher/SENDCO will endeavour to speak to your child's former teacher/SENDCO at their previous nursery/school to gather as much information about your child as possible prior to them starting at school.
- Some children will have additional transition resources such as a social story or passport

- The new class teacher will monitor your child's transition. They may carry out some assessments or diagnostic work to identify additional ways to support your child
- If your child has an EHCP, our SENDCO will arrange a meeting with you to develop an individualised transition plan.

If your child is already at Beacon View, when he or she moves up to the next year group:

- Your child's new teacher will meet with their previous teacher to pass on relevant information and resources that might have been helpful.
- Scheduled check-ins and visits to the new classroom will be planned to meet the new teacher.
- At the start of the year, your child might be invited to visit on an INSET day to help remove any anxiety.
- Some children will have additional transition resources, such as a social story.

If your child is moving to a secondary school or another primary setting:

- Your child's teacher/SENDCo will meet with the new school's SENDCO or a representative from the new school.
- Visits to the new school may be arranged, along with additional visits where appropriate.
- A representative from the new school may visit your child at Beacon View.
- Any relevant documentation will be sent to your child's new school.

Admissions for children with an EHCP

If you have named our school as one of your preferred choices in your child's plan:

- The Local Authority will send the school copies of your child's most recent EHCP which will outline your son/daughter's needs.
- The Local Authority will consult with the school to see if the school can meet your child's needs.
- You will be invited to meet with the SENDCO to discuss any concerns you may have, or to ask any questions. This will help you to determine whether you feel that this is the most appropriate school for your child.

How do we evaluate the effectiveness of the provision made for young children with SEND?

- A self-evaluation tool is used annually by the school to evaluate the quality of SEND provision and to inform the SEND action plan.
- The school receives regular support and monitoring visits from a United Learning SEND advisor.
- Regular monitoring of classroom practice is carried out by the senior leadership team, this includes provision for SEND.
- The delivery of interventions is regularly monitored by the SENDCo.
- The progress of all children is measured against Age Related Expectations (ARE).
- Progress is tracked through a number of different ways, such as termly tests using standardised test papers (PIRA, White Rose), SATs and Baseline Assessments in Year R.

- Children's ongoing progress is reviewed through termly pupil progress meetings. This is where class teachers, the SENDCo, phase leaders and a member of the senior leadership team will identify where progress is not being made and what additional support can be put in place.

If you have concerns about provision for your child with SEN

- In the first instance, please make an appointment to meet with your child's class teacher as this will be the person who knows your child best in school.
- If further concerns arise, please contact the SENDCo. The SENDCo will make the Principal aware of any involvement at this stage.

SEND Support Pathway

