



The Beacon

Church of England (V.A.) Primary & Pre-School *Living life in all its fullness (John 10:10)*

Special Educational Needs and Disability (SEND) Information Report September 2025

This information explains our school offer for children with special needs and disability. For further information about Devon's local offer for SEND, go to <https://new.devon.gov.uk/send>

The kinds of Special Educational Needs for which provision is made at The Beacon Church of England Primary & Pre-School and



Accessibility

Our school is a mainstream setting that provides a caring environment for all learners including those with special needs or a disability.

All SEND fall under the four categories of need, although many students will have needs from more than one area:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical and sensory

The Beacon has children with a wide range of needs across all of these areas. All receive support and differentiation as part of the teacher's quality first teaching in class – also known as Ordinarily Available Provision (OAIP). Some children require further support, and need some provision which is different to, or in addition to, their peers. Most of these children are supported at the SEND support level; a few have had a statutory assessment and hold an Education and Health Care Plan (EHCP). Children may require additional support for short periods of time or throughout their educational life.

We will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective, inclusive educational provision. The designated points of entry for our school allow wheelchair access. We have disabled access to most classrooms within the school, and have a disabled changing area and toilet facilities within our KS1 area. See our accessibility plan and equality policy on the school website. <https://www.beacon-ce-primary.devon.sch.uk/information/policies>



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How SEND is identified



Pupils are identified as having SEND, and their needs are assessed, through:

- information passed on from parents/carers, nursery/ previous schools and / health professionals;
- baseline testing, including language screening, year 1 phonics screen, KS1 SATS, and progress data;
- concerns raised by children/ parents/ carers; feedback from teaching staff; observations and assessments;
- focussed support raises further questions;
- specialist tests recommended by our Educational Psychologist.

Parents are encouraged to share concerns about their child with the class teacher in the first instance, and contact the Special Educational Needs and Disability Co-ordinator (SENDCo) for further information if needed.



01395 264300

SENDCo: Mrs Ellen Kumar

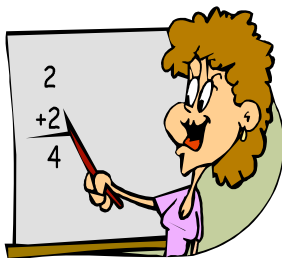
SEND Governor:

send@beacon-ce-primary.devon.sch.uk

Mrs Caroline Walshaw

C/0 admin@beacon-ce-primary.devon.sch.uk

How we teach pupils with SEND




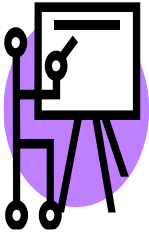
Our 'quality first teaching' also known as Ordinarily Available Provision (OAIP) includes:

- the right pitch and pace so children can access learning
- differentiation of learning resources and approaches
- providing challenge and support at the levels appropriate for each child;
- each class has a Teaching Assistant to support the learning process for some of the school day;
- personalised provision where needed;
- time-limited interventions;
- adapted resources if needed;



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	<ul style="list-style-type: none">• an exciting and varied curriculum;• regular discussion between the teacher and child about their learning• using outside agency advice to provide more specific expertise as needed.
<p>How we check how well we are supporting pupils with SEND</p> 	<p>We evaluate our provision through</p> <ul style="list-style-type: none">• conversations with pupils and parents/ carers• termly impact tracking• termly reporting of progress and evaluation to the SEND Governor• annual reports to the Governing Board with the SEND Information Report posted on our website.
<p>How we assess and review pupils' progress and include parents and pupils in this process</p>	<p>These arrangements include:</p> <ul style="list-style-type: none">• tracking and recording pupil progress• discussion of school-based My Plans and EHCP reviews• observations and follow up• termly parents' meetings for children with SEND• pupils' views and well-being is at the centre of the process• assessment to monitor progress in each Maths and literacy teaching sequence (at least monthly)• listening to children talk about their learning and intervening appropriately to positively impact on learning
<p>How changes are made to the curriculum and the learning environment of pupils with SEND</p> 	<p>We use:</p> <ul style="list-style-type: none">• groupings that target specific levels of progress;• differentiated resources and teaching methods;• carefully chosen talk partners in our mixed ability teaching;• appropriate choices of texts and topics to suit the learner;• access arrangements for tests and or examinations;• adaptations made to the learning environment;• additional adult support as needed.• adaptive teaching that supports with greater or less scaffolding depending on the child's learning needs during a lesson• personalised play-based or practical learning activities - sometimes offsite – for a small number of children.



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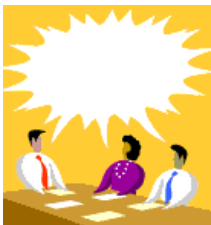
Supporting and improving the social emotional and mental health of pupils with special educational needs



Pupils are well supported by:

- Our caring school ethos that is underpinned by our Christian values
- In our small school & pre-school, teachers build good relationships with each pupil
- On-site Nest alternative provision and sensory support base run by a specialist SEMH TA in conjunction with SENDCo and in-school SEMH advisory teacher
- Growth mind set – learning from our mistakes - is taught and celebrated
- An anti-bullying policy that is supported by all staff
- Children's needs at play and lunchtime are considered as carefully as the support required in class
- Thrive activities
- Mentoring of individual children
- Social skills and circle of friends groups
- Parental support from our SEMH teacher, including Solihull parenting course
- School Council representation of pupils' views
- Outdoor learning provision – Forest and Beach school, and targeted off-site provision
- Supervision and training for staff is accessed from the SEMH Advisory Team and our school-based SEMH teacher
- We are fortunate to be able to refer children to the charity Heads Up for support with emotional literacy and resilience

Specialist training and expertise in SEND



School-based:

- Mrs Kumar – holds the NASENCO award and has 10 years experience as a SENDCo across different schools;
- Mrs Cawthera – in-school SEMH advisory teacher also has NASENCo, and MA in SEND
- Miss Pavey – SEMH TA – Solihull, sensory processing and bereavement training
- 2 Autism (AET) Champions
- 3 TAs trained in 'Talk Boost'
- All TAs have Fun Fit training, phonics training, and collectively can deliver 'FFT Wave 3', 'Code' and 'Catch Up'.
- 2 staff are trained in attachment-based mentoring
- 2 staff are trained in Lego therapy
- Most staff are trained in PIPS training



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- All staff are trained in precision teaching to support reading
- All staff – child protection, ASD, speech and language, and first aid awareness (e.g. epipen-use, asthma)
- All staff have had attachment and trauma training

On-going training in supporting pupils with SEND is considered essential, and an audit of staff expertise is undertaken annually. Impact of training and specialist support is analysed through pupil achievement and wellbeing. This impacts planning for future SEND provision and training for children and staff.

External Services:

- Educational Psychology from Devon Education (2 days annually)
- Speech and Language Therapy
- Devon Education Services, SEND Advisory and Inclusion Team
- Nursery Plus and Complex Needs Team
- School Nurse
- Child and Adolescent Mental Health (CAMHS)
- Integrated Therapy Services, including Occupational Therapy and Physiotherapy
- Ethnic Minority Achievement Service
- Co-adventurers
- Esteem Team

Sources of further information and support



Devon Information Advice and Support

01392 383080 <http://www.devonias.org.uk>

<https://new.devon.gov.uk/supportforschools/services-and-contacts/send>

East Devon Family Hub: 01395 226789


[East Devon Family Hub | Action For Children](#)

School nurse [0333 234 1903](tel:03332341903)



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<p>How we consult and involve parents in SEND provision</p>	<p>Parents' views about SEND support are sought in:</p> <ul style="list-style-type: none">• Meetings with the class teacher or SENDCo• Parent View https://parentview.ofsted.gov.uk• Parents' Evenings• Whole school parent survey• Parent forum
<p>How we consult and involve pupils with SEND</p> 	<p>The views of pupils with SEND are sought through:</p> <ul style="list-style-type: none">• Discussion with the class teacher/ SENDCo▪ Pupil Voice surveys of the school▪ School Council meetings▪ Annual Reviews▪ Personal Interviews
<p>How we deal with complaints</p>	<p>Children, staff and parents are expected to listen carefully and respectfully to each other. In the rare event where an issue arises, parents should, in the first instance, speak with their child's class teacher, and if necessary make an appointment with the SENDCo or Headteacher. Our complaints procedure is available on the school website.</p> <p>https://www.beacon-ce-primary.devon.sch.uk/information/policies</p>
<p>How the Governing Board is involved</p>	<p>The Governing Board commission services in liaison with the Head and SENDCo – both Devon LA-recommended and independent. The SEND Governor is knowledgeable in this area and provides support and challenge. The Curriculum and Learning Governors' Committee monitor the continual improvement of SEND provision, ensuring high expectations for all pupils. SEND data is monitored and the impact of provision is evaluated.</p>



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Transfer arrangements for
pupils with SEND

We have transition plans in place to:

- Collect information from nurseries and early years providers when reception children start school
- Collect and share when an older pupil transfers in or out of the school
 - Year 6 pupils are supported in their transition to secondary school through visits and sharing information
 - Support all children with their move to their new teacher with an extended transition that runs from the start of the Summer Term, and is embedded in the Autumn Term. Please see the SEND policy for more detail.