



The Beacon

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

Policy discussed by staff	3rd September 2025
Policy discussed by Curriculum & Learning Committee.....	9th September 2025
Policy passed by Governors (FGB)	22nd September 2025
Review date	Autumn 2026

School Vision and Aims

Living Life in All Its Fullness – A Vision Rooted in Belonging and Relationship

Our vision is for 'Living life in all its fullness' (John 10:10). The Bible teaches us that God wants all His children to flourish, and that community, connection, and living-well-together are central to achieving this aim. At The Beacon, we call our community 'One Big Beacon Family'—a name that reflects our belief in the strength, joy, and comfort of belonging. We place relationships at the heart of all we do, recognising that secure, trusting relationships are the foundation upon which learning and personal growth are built. Working with parents and carers, we provide learning and play experiences which engage children's interests; inspire them to want to know more; motivate them to persevere with their learning and empower them to develop skills of independence and achieve their full potential.



Flourishing Together through Belonging We are a relational community, where every child, member of staff, parent, and carer is welcomed and celebrated. We believe that when people feel they belong, they thrive.

At The Beacon, we aim for our children to grow into:

- **Confident individuals**, who can positively face the successes and challenges of life.
- **Successful learners**, who can take their place in a constantly changing world.
- **Responsible citizens**, who make a positive contribution to today's diverse society.
- **Respectful members** of the community, who recognise, appreciate and celebrate both their own uniqueness and that of others.

We want each child, member of staff and our wider community to learn to live life in all its fullness, develop wonderful life-long memories of their Beacon years and the knowledge, skills and understanding to be able to continue to flourish throughout their lives.

Further information about our Vision statement can be found on our school website.

Special Educational Needs & Disabilities (SEND) Policy, 2025-26

This policy was developed in consultation with parents/carers, staff and pupils of the school community and pays due regard to;

- The SEND Code of Practice: 0 to 25 years (2015)
- This guidance refers to Part 3 of the Children and Families Act 2014 and associated regulations
- Equalities Act 2010

Governor responsible for SEND:	Mrs Caroline Walshaw
Headteacher:	Mrs Anne Billington
SENDCOs and member of SLT:	Mrs Ellen Kumar
SENDCo Qualifications:	NASENCO (completed Oct 2015) – Ellen Kumar
Contact details:	send@beacon-ce-primary.devon.sch.uk
This policy will be reviewed annually.	
Other key school policies/ plans relevant to the SEND policy	<p>Safeguarding and Child Protection</p> <p>Belonging and behaviour (including anti-bullying)</p> <p>Children with Medical Needs</p> <p>Data Protection</p> <p>Accessibility Plan</p> <p>School Admissions</p> <p>Schools Complaints procedures</p> <p>Equality policy</p> <p>Teaching and Learning</p> <p>Attendance</p> <p>Exclusions guidance</p> <p>PSHE, Relationships and Sex Education Policy</p>

This policy seeks to promote the successful inclusion of children with special educational needs and disabilities at The Beacon C of E VA Primary School. The responsibility for the management of this policy falls to the Headteacher;

the day-to-day operation of the policy is the responsibility of the Special Educational Needs and Disability Co-ordinator (SENDCo). The Governing Board, Headteacher and the SENDCo will work together closely to ensure that this policy is working effectively.

At The Beacon Church of England (V.A.) Primary & Pre-School we are committed to offering an inclusive curriculum to ensure the best possible progress for all our children whatever their needs or abilities. We believe that all children deserve access to resources and opportunities to learn and thrive. We work in collaboration with families and external agencies to ensure all children are given full opportunity to reach their potential and achieve success. We also work to ensure all children with SEND are fully included in the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of children with SEND. With this as an underlying principle, we believe that;

- ***All teachers are teachers of Special Educational Needs.***
- ***Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.***

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – Local Authority (LA), school, parents/carers, pupils, children’s services and all other agencies.

Special Educational Needs and Disability (SEND)

- ‘A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or main-stream post-16 institutions’

Special Education Needs and Disability Code of Practice: 0-25 years January 2015

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

School Admissions

No pupil will be refused admission to The Beacon C of E VA Primary & Pre-School on the basis of his or her special educational need. In line with the Equality Act 2010 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 educational provision.

Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. The school's Accessibility Plan/Strategy is available on request or from the school website.

SEND Information Report

Schools have a duty to publish SEND information annually so that parents/ carers can see what support a school provides for its pupils. This is accessible on the school's website. Details needed on the SEND Information Report are set out at www.legislation.gov.uk/ukxi/2014/1530/schedule/1/made.)

1. Aims and Objectives of the SEND Policy

We aim to ensure that pupils' individual special educational needs and disabilities identified and that the provision made at The Beacon C of VA Primary & Pre-School will enable these pupils to make good progress and achieve their potential, and are fully included in all aspects of the school's community.

The Beacon C of E VA Primary School will have regard to the SEND Code of Practice 2015 when carrying out its duties towards all pupils with SEND, and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

The specific objectives of our SEND policy are as follows:

- To identify students with special educational needs and disabilities as early as possible and ensure that their needs are met by gathering information from parents/carers, education, health and care services, and early years settings prior to the child's entry into the school or pre-school.
- To ensure the arrangements identified in individual healthcare plans support pupils with medical conditions to gain access to all school activities. This will be achieved through consultation with health and social care professionals.
- To regularly monitor the progress and development of all pupils to aid the early and assessment of pupils with SEND.
- To make appropriate provision to overcome all barriers to learning and to ensure pupils with SEND have full access to the EYFS and National Curriculum. This will be co-ordinated by the SENDCo and Headteacher. The provision will be carefully monitored and regularly re-viewed to ensure that individual targets are being met and identified needs are catered for.
- To ensure that well-targeted professional development including training facilitates staff to achieve a high level of SEND expertise to meet a wide range of needs across the school.
- To promote effective partnership and communication with parents/carers, children's service and all other agencies ensuring that:
 - learners express their views and are fully involved in decisions which affect their education;
 - parents/carers are informed of their child's special needs, and work with them to gain a better understanding of their child, and involve them in all stages of their child's education, including supporting them in terms of understanding SEND procedures/practices and providing regular feedback on their child's progress;
 - there is co-operation and productive partnerships with the Local Authority and other external agencies, and there is a multi-professional approach to meeting the needs of all vulnerable learners;
 - the environment created meets the special educational needs of each child in order that they can achieve their learning potential and can be included in activities alongside their peers/pupils who do not have SEND;
- To have regard to guidance detailed by Devon County Council. High quality ordinarily available inclusive provision is the foundation for all children all of the time. There is a whole school approach to assessing, planning and reviewing progress.

- To recognise the importance of ‘preparation for adulthood’ right from the start.

There may be times in a pupil’s school career when they are identified as having a Special Educational Need. These pupils will be provided with intervention and/or support that is ‘additional to or different from’ the normal differentiated curriculum also known as - Ordinarily Available Inclusive Provision (OAIP). This may be on an ongoing basis or for a limited time. Many pupils with sensory and/or physical disabilities may require adaptations, termed reasonable adjustments, under the Equality Act 2010.

2) Identifying and supporting Special Educational Needs & Disabilities

Definition of SEND

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her namely provision **which is additional to or different from** that normally available in a differentiated curriculum or OAIP. The Beacon Church of England (V.A.) Primary & Pre-School regards pupils as having a Special Educational Need if they:

- Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;
- Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions;
- A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The Beacon Church of England (V.A.) Primary & Pre-School will have regard to the SEND Code of Practice when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

There may be times in a pupil’s school career when they are identified as having a Special Educational Need. These pupils will be provided with intervention and/or support that is ‘additional to or different from’ the normal differentiated curriculum or OAIP. This may be on an ongoing basis or for a limited time. Many pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

Areas of Special Educational Need

Under the SEND Code of Practice 2015 pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

Cognition and Learning

Children with learning needs may learn at a slower pace than other children, and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (Maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties

with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways.

These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder

At The Beacon C of E VA Primary & Pre-School, we always seek to address the underlying cause of the presenting behaviour, including a speech, language or communication need. This means a collaboration where appropriate of family and health colleagues which supports the child's needs.

Communication and Interaction needs

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism

Sensory and/or Physical needs

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD).

3. A Graduated Approach to SEND

Early Concerns

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom – also known as - Ordinarily Available Inclusive Provision (OAIP) - and a record is kept of any strategies or interventions that are used to support the pupil. The pupil is identified as being on '**SEND Watch**'. This can be then used in later discussions if concerns persist.

If a pupil continues to raise concerns the class teacher will work with the school's Special Educational Needs Coordinator (SENDCo) to assess if the pupil has a special educational need and agree the appropriate support. Details of assessment tools and materials used at The Beacon can be found in **Appendix 1**.

In some cases, it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always be discussed and agreed with the pupil's parents/carers.

When the school is considering whether a pupil has a special educational need one or more of the concerns below may be observed:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not resolved by appropriate behaviour management/ relational support strategies;
- Has sensory or physical problems and continues to make little or no progress de-spite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum and OAIP.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised relational support plan.
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning

Where it is determined that a pupil does have Special Educational Needs and/or a Disability (SEND) the parents/carers will be formally advised. The school will take appropriate action to support learning and put effective special educational provision in place. This is termed Ordinarily Available Targeted Support. The child is recorded as receiving **SEN Support**.

The aim of formally identifying a pupil with SEND is to ensure that any action the school takes is an effective provision which seeks to meet the child's needs and remove the identified barriers to learning. The school will ensure any actions taken support the pupil to make good progress in their learning and achieve positive outcomes.

This is known as the **Graduated Approach** (See **Appendix 2**)

***Assess**

***Plan**

***Do**

***Review**

This is an ongoing cycle to enable the provision to be refined, revised and adjusted to enable greater understanding of the needs of the pupil as they develop. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

Assessment involves analysing the pupil's needs in their area of need. Evidence from the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents and carers are explored. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require a regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. If they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCo and parents/carers to agree any adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to the progress at home. All those working with the pupil, including support staff, will be informed of the pupil's individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the expected outcomes.

The agreed plan will be drawn up and shared with relevant staff and parents/ carers. Clear targets and information will be stored on the plan. At The Beacon we call these 'My Plans' – there is one version for children at SEND support, and one version for children who have an EHCP. A One Page profile is also used for children with complex needs. Please see **Appendix 3**.

Some children might also have a relational support plan, intimate care plan or PEEPS. (Please see Belonging and Behaviour policy and supporting children with medical conditions policies for more information).

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. The SENDCo will monitor the progress pupils with SEN, and where required, provide further

support and assessment of the pupil's strengths and needs. The SENDCo will advise and support the class teacher to implement further additional support and guidance, where required.

Review

The review of a child's progress will be made regularly throughout the school year. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents/carers. The class teacher, in conjunction with the SENDCo, will revise the support and outcomes based on the pupil's progress and development and make any necessary adjustments to move the pupil forward. This will be carried out in consultation with parents/carers and the pupil.

Further details of Devon's Graduated Approach can be found in **Appendix 2**.

4. Statutory Assessment of Education, Health and Care (EHC) needs

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not achieved the expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The application for an Education, Health and Care Plan will combine information from a variety of sources including: Parents and Carers, Teachers, SENDCO, educational professionals, Children's Social Care and Health professionals. Much of this information will be evidence already collected by the school and will relate to the current provision provided, the actions the school has taken, and the preliminary outcomes of targets set. A decision will be made by the SEN 0-25 Team about whether or not the child is eligible for an EHC needs assessment.

Parents have the right to appeal against a decision not to initiate a statutory assessment. Information to support parents with this is via the Devon County Council website:

<https://www.devon.gov.uk/education-and-families/send-local-offer/education-health-and-care-plans/>

Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the EHCP every twelve months as a minimum. Schools have a duty to co-operate therefore The Beacon will hold annual review meetings on the behalf of Devon Local Authority (LA) and complete the appropriate paperwork for this process.

For further SEND information parents/carers are also encouraged to visit the Devon County Council Local Offer website:

<https://www.devon.gov.uk/children-families-education/send-local-offer/>

As required in the SEND Code of Practice (2015) Devon has an independent support body for parents and their website address is:

<https://www.devonias.org.uk/>

5. SEND Funding

Schools receive a basic entitlement funding, sometimes referred to as Element 1, the AWPU (Average Weighted Pupil Unit). Schools are expected to meet the needs of **all** learners from this allocation.

Additional funding which comes into school for pupils with SEND is allocated according to various data contexts and other demographic factors. Pupils who are identified as having a Special Educational Need are supported using this additional funding – usually referred to as Element 2.

The high needs block funding for pupils who require a personalised arrangement (which is an Education, Health & Care Plan - EHCP) is allocated per pupil upon application by the school with evidence of rationale for need. The Local Authority make decisions about how much this top up funding will be per pupil. This is referred to as Element 3. Within this Element, there are descriptors which define the levels of funding allocated.

Pre-schools receive Universal Inclusion Funding to support providers to have ordinarily available inclusive provision and practice and to make reasonable adjustments to enable children with low level SEND to access their early years entitlements.

Individual Inclusion Funding (IIF) can be requested by providers to support the inclusion of children who have additional needs that are above and beyond those that can be met through the Ordinarily Available Inclusive Provision (OAIP). A full explanation of Devon SEND funding to schools can be found at:

<https://www.devon.gov.uk/children-families-education/send-local-offer/money/>

At The Beacon, we review our SEND budget throughout the year and allocate our SEND funds carefully to support our SEND cohort. This is monitored by governors.

Personal Budgets

Personal Budgets are only available to pupils with an Education, Health and Social Care Plan (EHCP) or pupils who are currently undergoing a needs assessment for an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions.

6. Responsible Persons

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Head Teacher, SENDCo and all members of staff have an important role and responsibility to support pupils with SEND.

The Governing Body:

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people’s Special Educational Needs
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- designate a teacher to be responsible for co-ordinating SEND provision – the SEND co-ordinator, or SENDCO. This person must be a qualified teacher and must hold the National Award for SEN Coordination (if appointed after 2008).
- inform parents/carers when they are making special educational provision for a child
- prepare and publish an annual SEND information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

The Head Teacher is responsible for:

- The day-to-day management of all aspects of the school's work, including provision for educational needs.
- Keeping the Governing Body informed of all developments with regard to SEND
- Informing parents of the fact that SEND provision has been made for their child (this may be delegated to the SENDCo or class teacher).

The SENDCo role involves:

- Overseeing provision for children with SEND. (Special Educational Needs and/or Disabilities).
- Co-ordinating and evaluating provision, including interventions, for children with SEND.
- Liaising with, supporting advising and training teachers whenever necessary.
- Interpreting legal requirements for staff, parents and governors.
- Overseeing the records of all children with SEND and ensuring these are kept up to date.
- Liaising with parents/carers of children with SEND.
- Organising and delivering in-service training in order to meet the needs of staff.
- Liaising with external agencies including the LAs support and educational psychology services, health and social services and voluntary bodies.
- Overseeing the Assess, Plan, Do Review (APDR) process for all SEND pupils.

Parents/carers of a child with SEND support will have the opportunity to meet with the SENDCo on request. The class teacher should be the first port of call for any concerns.

All Teaching and Non-Teaching Staff:

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils, or OAIP. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils. Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCo to carry out a clear analysis of the pupil's needs, utilising the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Teaching assistants will liaise with the class teacher and SENDCo on planning for learning, on the pupil's response, and on the progress being made so support staff can contribute effectively to the graduated approach, (assess, plan, do, review).

7. Pupil Voice

The Code of Practice 2015 has a theme throughout which highlights the importance of the views of SEND pupils. At The Beacon we will always endeavor to ascertain pupil's views for reviews and planning. Wherever possible, these views will be recorded and embedded into planning and review documents.

Teaching staff will seek the pupil's views of their strengths and difficulties regarding their progress prior to review meetings. Pupils will be given opportunities to reflect upon their progress and identify areas that they still require support for.

8. Children with Medical Needs

The Beacon recognises that students with medical conditions should be supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the school/academy will comply with its duties under the Equality Act 2010.

Arrangements in place to support pupils with medical conditions can be found by accessing the school's **Supporting Children's medical Needs** policy.

9. Accessibility

The Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001 and the Equality Act 2010, places a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils. For further information on the school's current Accessibility Plan and Disability Policy please see the **Accessibility Plan** on the school website.

10. Children in Care:

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Children. The SENDCO will liaise closely with the designated member of staff where the pupil also has SEND to ensure provision is appropriate.

11. Working in partnership with Parents and Carers

The Beacon will actively seek the involvement of parents/carers in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs and/or disabilities where the support and encouragement of parents is often the crucial factor in achieving success.

Parents will always be kept up to date about the Special Educational Needs of their children in accordance with the recommendations outlined in the Code of Practice. Communication between home and the school will be consistently maintained, this could be via in-person discussion, email, phone calls, or a Home-School book.

Parents/carers will be fully consulted before the involvement of external support agencies with their children and will be invited to attend any formal review meetings at all stages.

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services, including Devon Information and Advice Service (DIAS). These provide impartial and independent advice, support and information on special educational needs and disabilities.

12. External Support Services

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs and/or disabilities.

Liaison with external agencies supplements the support and assessment of the needs of individual pupils. Regular liaison is maintained with the following external agencies:

Devon SEND Advisory Teams:

- Educational Psychology Services
- The teams below are due to be remodeled but currently include (September 2025)
- Social, Emotional & Mental Health Team
- Communication & Interaction Team

- Sensory Impairment Team (Hi/Vi/MSI)
- Physical Disability and IT Team

Inclusion Team

Children's Social Care

CAMHS

Occupational Health

Physiotherapy

School Nurse

Virtual school for Looked after Children

Attendance Improvement Officer

Education Key Worker team

Nursery Plus and Complex Needs Team

13. Transition

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families.

Pre-school and Reception children have a staged introduction when joining The Beacon Church of England (V.A.) Primary or Pre-School, and are invited to familiarisation sessions in the term before they are due to start pre-school/school. Parents and carers of reception children are invited to a 'Welcome' meeting in June or July, where information is provided about school life and the EYFS curriculum, and questions can be asked. Parents are given the opportunity to have a meeting with the child's reception teacher in the home setting where any questions can be asked and information shared. Pre-school staff and the reception teacher and SENDCo work closely with Early Years Education Providers to share information to help ease the transition. Where a child has received Nursery Plus or there is/ has health or social care involvement, copies of reports will be requested and attend TAF meetings as appropriate.

Children and parents – both in nursery/ reception or moving in from another school – who have a special educational need – will be invited to meet with the class teacher (and SENDCo if required) to create a My Plan (and Right for Children Action Plan if needed). Information will be sought from previous schools/ education providers if it is not sent to The Beacon CE (VA) Primary within 2 weeks of the child's arrival in school.

Children moving onto another school – including year 6 – will have any information relating to a special educational need sent within 2 weeks of their leaving The Beacon Church of England (V.A.) Primary School.

For year 6 children moving onto secondary school, we offer several transitional sessions at our local secondary school, Exmouth Community College – the destination for the majority of our children. Extra visits can be arranged for individuals or small groups as required. The pastoral teams from secondary schools are invited into school to meet the children. Transition meetings are held with the secondary school SENDCo(s) towards the end of year 6, and parents / carers/ children are welcome to attend these.

Transition between school years is supported through discussion between teaching teams, and My Plan Outcomes that may run across academic years. As part of the school's OAIP to support every child's transition to their new class, The Beacon runs weekly transition sessions for around an hour and a half with their new teacher during the second part of the summer term. These are further supported by the new team popping in to see the children from Easter (or as soon as the new staffing arrangements are known) so they are a known face before children learn they are their new teaching team. Children are also supported by members of their previous teaching team popping into their classroom during the first half-term in the Autumn term to reinforce previous positive learning behaviours and support children emotionally with the transition.

Children with SEND who have high needs might have an enhanced transition plan, and all are offered the opportunity to visit the school site when it is quiet before the start of the Autumn Term, and often before the start of the Spring or Summer Terms, too.

14 Responding to Complaints

The procedures for making a complaint against the school are outlined in the School's Complaints Policy. The policy can be accessed via the school's website or via the school office.

All concerns or enquires about a pupil with special education needs and/or disabilities or the SEND provision should be dealt with by the class teacher, the SENDCo or the Headteacher. If a parent/carer does not feel an issue has been resolved effectively, they will be referred to the school's complaints policy here.

15 Training and Resources

The Beacon understands the need for and value of staff development. Training needs of colleagues are identified through appraisal processes, staff questionnaires, feedback from staff training and from discussions during department meetings. SEND training is embedded in the overall planning for school development. Resources and time are allocated to colleagues which ensures they are up to date with SEND procedures, strategies and knowledge.

The SENDCO regularly attends Local Authority SENDCO network meetings to keep up to date with local and national updates in SEND. The Pre-school lead or SENDCo also regularly attends the EYFS SEND briefings.

16. General Data Protection Regulation (GDPR) 2018

The Beacon uses and stores information about children and may receive information about them from their previous school. This information helps us:

- Support a child's teaching and learning
- Follow and report on the child's progress
- Provide the right care and support for the child
- Understand how well the school is doing as a whole

The information we keep (although not limited to) includes contact details; assessment marks and results, attendance records; other information such as ethnic group or religion; special educational needs; and any relevant medical information.

We are required (through GDPR) to take care of all information and we take this responsibility seriously.

We will not give information about a child to anyone outside the school without parent/ carer's consent unless the law and our rules permit it. We are required by law to pass some of your information to the Local Authority (LA), and the Department for Education (DfE).

If you require more information about how the Local Authority store this data, you can visit the following website:

<https://new.devon.gov.uk/keepingdevonsdata/education-and-learning/>

Please also refer to school's Privacy Notice for Pupils on our school website, and also the school's Data Protection Policy.

Appendix 1

Assessment tools and Materials

In consultation with our EP and external agencies, we use a range of assessment tools and materials. The following list is not exhaustive, and the assessments will be carried out according to the individual child's circumstances:

- Identification of Need sections in the 'Devon Targeted Support Framework', including the Needs Indicator Tool, and Devon SEMH/SLCN graduated response tool
- Sandwell Early Numeracy Test (KS2)
- Boxhall Profile of social, emotional and behavioural development
- Infant and Junior Speech and Language Link, a speech and language screen
- The British Picture Vocabulary Scale
- Test of Abstract Language Comprehension
- Action Picture Test
- Word Finding Vocabulary Test
- Results of Maths No Problem twice yearly assessments
- Results of Accelerated Reader STAR Tests
- Cornerstone reading assessments
- Working Memory Digital re-call
- GL SWRT (Single Word Reading Test)
- GL SWST (Single Word Spelling Test)
- Readiness to Learn Assessment
- The Strength and Difficulties Questionnaire
- In-house Fast Phonics assessment
- In-house KS2 Literacy assessment
- Fun Fit assessment
- Autism and ADHD home and school questionnaire (Devon Children and Family Health)
- The Coventry Grid that compares features of attachment and autism

Appendix 2

Ordinarily Available Targeted Support

The graduated approach to SEN support



Asses s	<ul style="list-style-type: none"> • In identifying a pupil as needing SEND support the class teacher, working with the SENDCo, should carry out a clear analysis of the pupil’s needs. This should draw on the teacher’s assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school. • The pupil’s development in comparison to their peers and national data should also be considered along with the parent’s views and experience, the pupil’s views and, if relevant, advice from external support services. These will be recorded on the school’s ‘My Plan’. Sometimes a Team Around the Child (TAC) or Team Around the Family (TAF) meeting will be held as part of Devon’s Early Help process. The school and parents/carers will meet, where appropriate, with other agencies including those from Health and Social Care to create an Action Plan which will be recorded on the Right For Children database, with agreement from parents/carers. • This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEND, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.
--------------------	--

Plan	<ul style="list-style-type: none"> • Parents/carers, with their child, will meet with the class teacher (and the SENDCo if required) to decide on the interventions and support to be put in place as well as the expected impact on progress and development. This will be recorded on the school's 'My Plan' (and TAC/TAF notes or the Right for Children database if appropriate) with a date to review the plan. The date for review will depend on the level of need present. • The 'My Plan' will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the plan will be reviewed. The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge. • Full detail of any intervention will be added to the class's record of intervention. • The 'My Plan' will usually involve a contribution by parents/carers to reinforce learning/ well-being at home. • The 'My Plan' will normally include an outcome relating to support a child's social or personal development. • Where appropriate, the My Plan will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes. • Parents/carers will then be formally notified by letter or email / discussion recorded in file - when it is decided to provide a pupil with SEN support (although parents/carers should have already been involved in the assessment of need). • So, if it is agreed that a pupil requires SEN support, teacher and parent/ carer meet (and SENDCo and other parties if necessary) and develop a My Plan (and if necessary a TAC/TAF /Right for Children action plan) detailing the support which will bring about the next part of the cycle –
Do	<ul style="list-style-type: none"> • The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. • The SENDCo will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support. • The class teacher is responsible for the daily implementation of the plan and will contribute to –
Review	<ul style="list-style-type: none"> • There will be a review of the 'My Plan' (and TAC/TAF/ Right for Children action plan if required) on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers. • The 'My Plan' will be written in child-friendly language, and more detailed data relating to outcomes of intervention will be recorded on the class' record of intervention. • Parents/carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate, other agencies will be asked to contribute to this review. • Where a pupil has complex needs involving more than one agency it will depend on the pupils needs and the frequency of the educational reviews as to whether external agencies attend each educational review, this will be agreed at the initial TAC/ TAF meeting. • This review will feedback into the analysis of the pupil's needs, then the class teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parent and the pupil. • Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.



The Beacon

Church of England (V.A.) Primary School & Pre-School

Living life in all its fullness (John 10:10)

September 2025 - July 2026 SEND Support Plan My Plan (K) for

Year

Class Teacher:

SEN SUPPORT from: Start date at The Beacon:	Primary area of need: C&I C&L SEMH S&P SEN type code:	Any official diagnosis:	Date & detail of External Agency referrals/ advice:
Areas of Strength		Summary of needs/ barriers to learning	
Important background information – highlight any relevant categories EYFS PP FSM LAC Post LAC Service Child CIN/ CP EAL? First language Arrived in the UK? Friendships? Triggers? Interests? Family details/ routines? Health needs?		Ongoing OAIP Class Strategies & Targeted Planned Provision required for child Play/ Lunchtime plan details: Highlight if any plans in place Rel. Support Plan: Ind Healthcare Plan Intimate Care Plan: PEEPS TAF EPAC	

Autumn Term		Assess	Plan	Do	Review	
Date	Specific need	Baseline assessment	Short term target	Provision/ Intervention	Date	Impact & next steps



The Beacon

Church of England (V.A.) Primary School & Pre-School

Living life in all its fullness (John 10:10)

		Observation or Assessment What does it look like now?		Who, what, how?		Y/N achieved? Need still ongoing? What is main barrier to learning now? Next steps?
Date of Meeting:		People present – full names - Class teacher:				
Child's view – consider use of drawing/ playing, ordering visuals What do I enjoy in school? What am I proud of? What helps me in my learning? How do I like to show my learning? Draw/ write/ tell/ create? Who are my friends? How are my play and lunch time? What are the trickier times in the school day? Which lesson or times do I find hard? Rate the difficulty – how could it be made a little bit better?			Parent/carer's view What is working well? What's not working well? What could be done differently? What could we do next?			

Spring Term		Assess	Plan	Do	Review	
Date	Specific need	Baseline assessment	Short term target	Provision/ Intervention	Date	Impact & next steps
		Observation or Assessment What does it look like now?		Who, what, how?		Y/N achieved? Need still ongoing? What is main barrier to learning now? Next steps?



The Beacon

Church of England (V.A.) Primary School & Pre-School

Living life in all its fullness (John 10:10)

Date of Meeting:		People present – full names - Class teacher:			
Child's view – consider use of drawing/ playing, ordering visuals What do I enjoy in school? What am I proud of? What helps me in my learning? How do I like to show my learning? Draw/ write/ tell/ create? Who are my friends? How are my play and lunch time? Why are the trickier times in the school day? Which lesson or times do I find hard? Rate the difficulty – how could it be made a little bit better?			Parent/carer's view What is working well? What's not working well? What could be done differently? What could we do next?		

Summer Term		Assess	Plan	Do	Review	
Date	Specific Need	Baseline assessment	Short term target	Provision/ Intervention	Date	Impact & next steps
		Observation or Assessment What does it look like now?		Who, what, how?		Y/N achieved? Need still ongoing? What is main barrier to learning now? Next steps?



The Beacon

Church of England (V.A.) Primary School & Pre-School

Living life in all its fullness (John 10:10)

Date of Meeting:	People present – full names - Class teacher:					
Child's view – consider use of drawing/ playing, ordering visuals What do I enjoy in school? What am I proud of? What helps me in my learning? How do I like to show my learning? Draw/ write/ tell/ create? Who are my friends? How are my play and lunch time? Whay are the trickier times in the school day? Which lesson or times do I find hard? Rate the difficulty – how could it be made a little bit better?	Parent/carer's view What is working well? What's not working well? What could be done differently? What could we do next?					



The Beacon

Church of England (V.A.) Primary School & Pre-School

Living life in all its fullness (John 10:10)

September 2025 - July 2026 EHCP Support My Plan (E) for

Year

Class Teacher:

EHCP first issued: (SEN SUPPORT from:) Start date at The Beacon:	Primary area of need: C&I C&L SEMH S&P SEN type code:	Any official diagnosis:	Date & detail of External Agency referrals/ advice:
Areas of Strength		Summary of needs/ barriers to learning	
Date of issue of current EHCP: Long Term end of Key Stage outcomes			
<ul style="list-style-type: none"> • X • X • X • X 			
Important background information - highlight any relevant categories		Ongoing OAIP Class Strategies & Targeted Planned Provision required for child	
FSM	LAC	Post LAC	Service Child Young Carer CIN/ CP
EAL? First language		Arrived in the UK?	
Friendships?			
Triggers?			
Interests?		Play/ Lunchtime plan details:	
Family details/ routines?		Highlight if any plans in place	
Health needs?		Rel. Support Plan:	Ind Healthcare Plan Intimate Care Plan:
		PEEPS	TAF EPAC



The Beacon

Church of England (V.A.) Primary School & Pre-School

Living life in all its fullness (John 10:10)

Autumn Term		Assess	Plan	Do	Review	
Date	EHCP Outcome	Baseline assessment Observation or Assessment What does it look like now?	Short step target	Provision/ Intervention Who, what, how?	Date	Impact & next steps Y/N achieved? Need still ongoing? What is main barrier to learning now? Next steps?
Date of Meeting:		People present – full names - Class teacher:				
Child's view – consider use of drawing/ playing, ordering visuals What do I enjoy in school? What am I proud of? What helps me in my learning? How do I like to show my learning? Draw/ write/ tell/ create? Who are my friends? How are my play and lunch time? Why are the trickier times in the school day? Which lesson or times do I find hard? Rate the difficulty – how could it be made a little bit better?			Parent/carer's view What is working well? What's not working well? What could be done differently? What could we do next?			

Spring Term	Assess	Plan	Do	Review
-------------	--------	------	----	--------



The Beacon

Church of England (V.A.) Primary School & Pre-School

Living life in all its fullness (John 10:10)

Date	EHCP Outcome	Baseline assessment	Short term target	Provision/ Intervention	Date	Impact & next steps
		Observation or Assessment What does it look like now?		Who, what, how?		Y/N achieved? Need still ongoing? What is main barrier to learning now? Next steps?
Date of Meeting:		People present – full names - Class teacher:				
Child's view – consider use of drawing/ playing, ordering visuals What do I enjoy in school? What am I proud of? What helps me in my learning? How do I like to show my learning? Draw/ write/ tell/ create? Who are my friends? How are my play and lunch time? Why are the trickier times in the school day? Which lesson or times do I find hard? Rate the difficulty – how could it be made a little bit better?			Parent/carer's view What is working well? What's not working well? What could be done differently? What could we do next?			

Summer Term		Assess	Plan	Do	Review	
Date	EHCP Outcome	Baseline assessment	Short term target	Provision/ Intervention	Date	Impact & next steps



The Beacon

Church of England (V.A.) Primary School & Pre-School

Living life in all its fullness (John 10:10)

	Observation or Assessment What does it look like now?	Who, what, how?	Y/N achieved? Need still ongoing? What is main barrier to learning now? Next steps?
Date of Meeting:	People present – full names - Class teacher:		
Child's view – consider use of drawing/ playing, ordering visuals What do I enjoy in school? What am I proud of? What helps me in my learning? How do I like to show my learning? Draw/ write/ tell/ create? Who are my friends? How are my play and lunch time? Whay are the trickier times in the school day? Which lesson or times do I find hard? Rate the difficulty – how could it be made a little bit better?	Parent/carer's view What is working well? What's not working well? What could be done differently? What could we do next?		



The Beacon

Church of England (V.A.) Primary School & Pre-School

Living life in all its fullness (John 10:10)

ONE PAGE PROFILE

Date:

What is important to know about me inclu Triggers:

How I communicate:

Name:

DOB:

Signs I am dysregulated and how I can be helped:

Signs of mild stress – get in early

Current Interventions:

What is important to me:

Things I like:



The Beacon

Church of England (V.A.) Primary School & Pre-School

Living life in all its fullness (John 10:10)