



# SEND Information Report

Welcome to **Beaumont Lodge Primary's SEND Information Report**, part of the **Leicester Local Offer**. This page explains how we support children with **Special Educational Needs and Disabilities (SEND)** and how we work with families to ensure every child reaches their potential.

At Beaumont Lodge Primary, we believe **every child is unique** and brings their own **strengths and superpowers** to school. ♀♂ We celebrate effort as much as achievement and ensure all children feel included, supported, and confident.

## Who We Support

We welcome children with a wide range of SEND, including:

- **Communication & Interaction:** speech, language, communication difficulties, Autism Spectrum Condition (ASC) 🗨️
- **Cognition & Learning:** dyslexia, general learning difficulties, or other cognitive challenges 🧠
- **Social, Emotional & Mental Health (SEMH):** anxiety, emotional regulation, ADHD, or related needs ❤️
- **Sensory & Physical Needs:** hearing or vision impairments, physical disabilities, sensory processing difficulties 🦻 👁️

## Meet Our SENCo

Our **SENCo, Rebecca Desborough**, has **18 years' experience** in SEND and believes every child has their own **special strengths**. She:

- Supports and models good practice for staff
- Provides advice, training, and resources
- Attends Local Authority meetings and is an active member of **SEND TRIAD, IAP, and SEND Coordinators Hub**
- Works closely with our **SEND Link Governor, Gosia Lorek** who monitors provision

## What to Do If You Think Your Child May Have SEND

If you have concerns about your child's learning or development:

- **First talk to your child's class teacher** – for advice and home support strategies 🏠
- **Then meet the SENCo** – to discuss concerns and plan support 🗨️
- **Medical concerns** – contact your GP or relevant professional 🏥
- **Family Support Worker (Mrs Graham)** – helps with home and school challenges
- **Book a meeting** via the school office
- **Morning Drop-In (9:00–9:30)** – informal chats with Mrs Desborough (SENCo) or Mrs Graham (Family Support Worker) 🕒

## Identifying SEND

We follow a **graduated response**:

1. **Monitoring Progress:** regular reviews via pupil progress and SEND meetings 📊
2. **Early Monitoring:** targeted strategies using the BERA framework for a term
3. **Parental Requests:** concerns are taken seriously; additional support to Quality First Teaching may be offered
4. **Additional Assessments:** standardised tests and teacher observations guide interventions
5. **Medical Diagnoses:** school cannot diagnose; parents should contact a GP 🏥

## Supporting Your Child

### Quality First Teaching

- Inclusive, adapted teaching for all learners
- Teacher and key adult support while encouraging independence
- Evidence-based inclusive education principles (BERA, 2018) 📖

### Adaptive Practice

- Additional support is outcome-focused, not time-based ⌚
- Avoids creating dependence on adults

### Provision & Interventions

- Tailored to a child's learning profile
- Monitored by class teachers and SENCo
- Ambitious outcomes to help close gaps with peers

### Recording & Evaluation

- Early Monitoring forms, POPs, Medical Care Plans, EHCPs, Pupil Passports, Individualised Timetables
- Regular checks of work, progress, attendance, and teaching strategies 📝

### Curriculum Access

- Full **National Curriculum** for all children
- Adaptations: visual aids, tactile materials, multi-sensory approaches
- Inclusive classrooms benefit all learners, including those with **dyslexia, dyspraxia, or ASD**
- Focus on **engagement, independence, and confidence** 🌟

### Well-Being Support

- **SEMH support:** social skills interventions, nurturing practices, pastoral care, targeted SEMH strategies
- **Additional support:** Family Support Worker, School Nurse, Health Visitor, Educational Welfare Officer
- **Behaviour & Anti-Bullying:** consistent management, reasonable adjustments, zero-tolerance bullying, restorative practices 🤝

## Monitoring Progress

- Formal **parents' meetings** (autumn & spring)
- **Tracked progress** for children receiving interventions
- **End-of-year report** summarises achievements 
- Additional meetings can be arranged as needed 

## Staff Training & Specialist Support

- Teachers and TAs receive **ongoing SEND training**
- Access to **in-house and LA courses, books, and online resources**
- Specialist support from:
  - Educational Psychologist
  - Learning, Communication & Interaction Team
  - SEMH Team
  - Speech & Language Therapy
  - Vision & Hearing Support Teams
  - School Nurse, Health Visitor, physiotherapy, occupational therapy
  - Family Support Officer and Children, Young People & Families Centres

## Accessibility & Facilities

- **Single-level, wheelchair accessible school**
- Wide corridors, easy-access toilet
- Environmental adaptations for **physical or sensory needs**
- Full **Accessibility Policy** on the school website

## Parental Involvement

- Attend **Parents' Evenings** and review meetings
- Support learning at home: reading, spelling, times tables, projects 
- Participate in **school events, volunteering, or become a parent governor**

## Pupil Involvement

- Children take an **active role in learning**
- Goals set in partnership with staff and families
- Views shared via **interviews, surveys, PowerPoints, and person-centred reviews**
- Documented in **Pupil Outcome Plans (POP)** and reviewed regularly

## Transitions

### Within School:

- Extra meetings and visits
- Transition booklets with photos of key people and places

### To Secondary School:

- Secondary SENCo invited to **Annual Reviews**
- Extra support: additional visits, travel training, tailored plans

### Preparing for Adulthood:

- Outcomes support ambitions: **higher education, employment, independent living, participation in society**
- Transition arrangements are **individualised**

### Inclusion in Activities & Trips

- Equal access to **clubs and trips**
- Adaptations for **physical, learning, or medical needs**
- **No child is excluded** because of SEND

### Concerns or Complaints

- Speak to the **class teacher or SENCo** first 
- Formal complaints must be **in writing**
- Handled through the **school's complaints policy** (available online or at the office)

This report shows that at **Beaumont Lodge Primary**, every child is **valued, supported, and celebrated**, and parents and children are **active partners** in their education. ✨

**Review date: September 2025**