



Beaumont Lodge

PRIMARY SCHOOL

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SEND Information Report

Review date: September 2025

ETHOS, VALUES AND VISION

Welcome to our SEND Information Report, which is part of the Leicester Local Offer for learners with Special Educational Needs and Disabilities (SEND). The Local Authority in collaboration with Leicester City schools has produced this Local Offer. All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body policy for pupils with SEND.

At Beaumont Lodge Primary School, we are committed to working together with all members of our school community. The children, staff and parents work actively in partnership to enable all children to realise their potential. Our school is an inclusive school where every child matters; we aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. Our school's SEND policy document is available on this website, detailing our philosophy in relation to SEND.

WHAT KINDS OF SEND DOES THE SCHOOL CATER FOR?

Additional provision is currently being made in school for children with a range of needs, including;

- **Communication and interaction** (such as autistic spectrum condition and speech and language difficulties)
- **Cognition and learning** (such as dyslexia, dyspraxia and dyscalculia, moderate learning difficulties and global development delay)
- **Social, emotional and mental health** (such as ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties)
- **Physical and sensory** (such as hearing, vision and sensory processing difficulties)

WHO IS THE SEND CO-ORDINATOR?



Our SENCo, Rebecca Desborough, has 18 years' experience in the field of SEND.

The SENCo has accessed CPD for a variety of SEND needs through local authority training and through a variety of organisations. In order to maintain a local and national perspective of current SEND practice and procedure, the SENCo regularly attends Local Authority network meetings and is an active member of the local schools' SEND TRIAD, IAP and SEND Coordinators' hub.

The SENCo is supported by the SEND link Governor, David Burgess, who monitors SEND provision throughout our school.

WHAT SHOULD I DO IF I THINK MY CHILD MAY HAVE SEND?

If you think your child may have SEND;

- Speak to the class teacher to see if they share your concerns. They will be able to offer you some advice and strategies on how to support your child with their learning at home
- Make an appointment to see the SENCo
- If you have a medical concern about your child, make an appointment to see your GP and please inform the school of the outcome if you feel this is appropriate to their learning and development

WHAT DOES BEAUMONT LODGE DO IF THEY THINK MY CHILD MAY HAVE SEND?

Children with SEND are identified via three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

1. Monitoring Progress:

The progress of all children is reviewed regularly during pupil progress and intervention meetings. If a child is identified as not making expected progress despite receiving Quality First Teaching, their needs are discussed with the SENCo. An action plan is then created collaboratively with the teacher and shared with parents.

2. Recognizing Learning Concerns:

Class teachers continually monitor children's learning and development. In accordance with the 2014 SEND Code of Practice, concerns are raised if a child's progress is:

- Significantly slower than that of peers starting from the same baseline
- Below the child's previous rate of progress
- Failing to close the attainment gap between the child and their peers

When such concerns arise, the class teacher works with the SENCo to identify potential barriers to learning and implement appropriate strategies / interventions.

3. Parental Requests:

Parents can raise concerns about their child's learning and development at any time. All parental requests are taken seriously and investigated. In many cases, concerns can be addressed through Quality First Teaching or by providing advice and strategies for parents to support learning at home. If additional needs are identified, the school follows a graduated approach to provide support, which may include placing the child on the SEND register at SEN Support (SENS).

4. Additional Assessments:

To gain a deeper understanding of a child's needs, the SENCo or trained staff may carry out standardised assessments. These assessments complement the teacher's observations and inform decisions about tailored interventions or strategies.

5. Medical Diagnoses:

While the school can identify and provide for special educational needs, it does not diagnose medical conditions or disabilities. Parents who suspect an underlying medical issue are advised to contact their GP for further investigation and support.

HOW WILL BEAUMONT LODGE SUPPORT MY CHILD?

At Beaumont Lodge we are mindful of and comply with the LA Inclusive Provision Document 'BERA' (best endeavours and reasonable adjustments) for SEND Pupils in Mainstream schools which outlines the key ways in which pupils should be supported in class. This includes:

- **Quality First Teaching**

Quality first teaching that's differentiated and personalised to meet the individual needs of the majority of children and young people. We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently in class with their peers. Children with SEN and disabilities will be taught in class by the teacher and Teaching Assistants (TAs).

- **Differentiation with adult support**

Some children and young people need educational provision that is additional to, or different from Quality First Teaching i.e., Special Educational provision. When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging outcomes, but without developing a learned dependence on an adult.

- **Provision and interventions**

The school has a range of interventions available, which are listed on a provision menu. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to meeting the child's needs.

Outcomes for children at SENS are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps. Interventions are monitored closely by both the class teacher – who monitors progress towards the targets during the intervention – and by the SENCo who monitors overall progress after the intervention.

- **Recording provision**

School keeps a variety of records for all children, including those with SEND. These may include:

- Early Monitoring form
- Pupil Outcome Plan (POP)
- Medical Care Plan
- Education Health and Care Plan
- Pupil passport
- Individualised timetable

- **Evaluating provision**

Information is gathered in a range of ways about the effectiveness of teaching and learning in our school and how this affects your child's progress. This may include:

- Looking at your child's work and ensuring it is challenging and well matched to their individual needs
- Tracking their academic progress
- Reviewing attendance
- Sharing good teaching practice and the strategies used to help your child

HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

At our school, all children have access to the full National Curriculum. We celebrate achievement and expertise across all areas of learning. To ensure all children can engage meaningfully, curriculum content and ideas are adapted as needed. This may involve simplifying concepts or making them more accessible through visual aids, tactile materials, and concrete resources as part of a multi-sensory approach.

Our classrooms are designed to be inclusive and supportive of all learners. Teaching strategies are implemented to accommodate children with additional needs, including tendencies towards dyslexia,

dyspraxia, and Autism Spectrum Disorder (ASD). These inclusive practices not only benefit children with specific needs but also enhance learning opportunities for all pupils.

WHAT SUPPORT WILL BE AVAILABLE FOR MY CHILD'S OVERALL WELL-BEING?

If your child has long-term social, emotional, or mental health needs—such as difficulties with emotional regulation and anxiety—the school provides a range of support. This includes:

- Social skills interventions
- Nurturing practices
- Pastoral support
- Targeted SEMH interventions

Additionally, our Family Support Worker is available to assist with challenges at home. For health-related needs, support can be provided by the School Nurse or, for children under 5, your Health Visitor. If needed, an Educational Welfare Officer (EWO) is available to help address attendance concerns.

Behaviour and Anti-Bullying Policy

Children's behaviour is managed consistently in line with our Behaviour Policy, with reasonable adjustments made to meet individual needs. The school has a zero-tolerance approach to bullying, particularly towards children with SEND. All reports of bullying are thoroughly investigated, and, where necessary, we work with both the child displaying bullying behaviours and the child affected to develop positive social skills and restore relationships.

HOW WILL BOTH YOU AND I KNOW HOW MY CHILD IS DOING?

At Beaumont Lodge, we aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss your child's progress. Children receiving interventions will have their progress tracked throughout the time they are receiving the support and the outcome of these will be shared with you.

A formal written end of year report will be sent at the end of the summer term. Other informal meetings may be scheduled at other times throughout the year and parents are welcome to seek advice and support about their child at any pre-arranged time.

WHAT TRAINING HAVE STAFF HAD IN SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS?

All of our teachers are trained to support children with SEND. While some have extensive experience and others are newer to the role, all have access to the advice, resources, and training they need to teach effectively. We provide ongoing professional development through in-house training, local authority (LA) courses, and access to books and online resources.

Our Teaching Assistants (TAs) also bring a wealth of knowledge and skills, with some specialising in specific areas or interventions. All TAs work with children with SEND and disabilities, contributing to a supportive and inclusive learning environment.

WHO CAN BEAUMONT LODGE CONTACT IF THEY NEED EXTRA SUPPORT OR ADVICE FOR HELPING MY CHILD?

The school is able to access more specialist help and additional expertise from the LA. This includes support from education, health and social care professionals such as:

- Educational Psychologist
- Learning, Communication and Interaction Team

- Early Years Support Team
- Social, Emotional and Mental Health Team
- Speech and Language Therapy Service
- Education Welfare Officer
- Vision Support Team
- Hearing Support Team
- School Nurse
- Medical support services including physiotherapy, occupational therapy etc.
- Children's, Young People and Families Centres
- Family Support Officer
- Health Visitor
- School Family Support Officer

HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT? WHAT FACILITIES OR EQUIPMENT ARE AVAILABLE?

Beaumont Lodge Primary School is disability friendly and fully inclusive. The school is on one level and wheelchair friendly throughout.

Corridors are wide and we have an easy access toilet. Where and when appropriate we make adaptations to the environment or building that are necessary for children with physical or other sensory difficulties.

For further detail, the school Accessibility Policy is available on the website.

HOW WILL I BE INVOLVED IN SUPPORTING MY CHILD?

You are always very welcome to talk about your child with school staff at any mutually convenient time. You will be invited to attend regular parents' meetings (Parents' Evening) and other review meetings if appropriate. You can support your child's learning and development in other ways, including:

- Sports events
- Parent volunteers
- Whole school events and celebrations
- Become a parent governor
- Come to school information events
- Support your child regularly with their reading, spellings, times tables and other home learning projects

HOW IS MY CHILD INVOLVED?

We encourage all pupils to take an active role in their learning. Our staff are committed to working in partnership with both the child and their family to set meaningful and achievable learning goals. We aim to understand your child's strengths, challenges, preferred learning styles, and aspirations. Where appropriate, children may share their perspectives through pupil interviews, PowerPoints for their annual reviews (EHCP children), surveys and person-centred reviews.

Your child's progress and attainment are carefully monitored, and their next steps are regularly discussed with parents during both formal and informal meetings.

For children identified as having SEND, their views are documented in their Pupil Outcome Plan (POP), which is shared with parents and any professionals working with your child. You and your child will also be actively involved in the assessment and review process to track progress toward their individual outcomes and adjust where needed.

HOW WILL MY CHILD BE SUPPORTED WITH MOVING CLASSES, YEAR GROUPS OR TO ANOTHER SCHOOL?

Beaumont Lodge Primary School warmly welcomes all pupils, regardless of race, faith, gender, or ability, in accordance with the Local Authority Maintained Schools' Admissions Policy

Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes - including from the nursery - as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visit to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet

Transition to Secondary School

The secondary school SENCo is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g., extra visits, travel training etc.

Preparing for Adulthood

Throughout their time at school, your child's outcomes will reflect their ambitions, which could include higher education, employment, independent living and participation in society.

Enhanced transition arrangements are tailored to meet individual needs.**HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE OF SCHOOL INCLUDING TRIPS?**

All of our children have equal access to before school, lunchtime and after school clubs, which develop engagement with the wider curriculum. Where necessary, we make amendments and adaptations to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

WHAT CAN I DO IF I AM WORRIED, UNHAPPY WITH SOMETHING OR I NEED TO MAKE A COMPLAINT?

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting your child's needs. If you have a concern, please bring this to the attention of your child's class teacher or SENCo in the first instance.

Should you wish to make a formal complaint, you must do this in writing. All complaints are taken seriously and are heard through the school's complaints policy and procedure. A copy of this document can found on the school website and is available at the School Office.

Key individuals are:

Name	Dawn Solla	David Burgess
Designation	Headteacher	Chair of Governors
Contact details	0116 2366925 Beaumont Lodge Primary School Astill Lodge Road Leicester LE4 1DT	

WHO ELSE CAN SUPPORT ME AND MY CHILD?

In addition to the services provided by the LA (see above), you may wish to seek support from voluntary and charitable agencies including:

- SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service)
- Early Help
- The Laura Centre (bereavement)
- NSPCC
- Barnados

- Voluntary Action Leicester
- NAS

My Choice

<https://mychoice.leicester.gov.uk/>

'My Choice' is a directory for care and support products and services for people living within the Leicester City area and is an invaluable source of support.

Report Compliance

This report is compliant with the following legislation:

- Section 69 (2) of the Children and Families Act 2014
- Regulation 51 and Schedule 1 of the SEND regulations 2014
- Section 6 of the SEND Code of Practice 0-25