

*Beechcroft Infants School  
Annual Report to Parents and Carers on the Implementation of the  
Special Educational Needs (SEN) Policy and Disability Equality Scheme  
2024-25*

*Schools have a duty to report annually to all parents on the provision for SEN and implementation of their disability equality scheme.*

*Children with special educational needs have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.*

*The Special Educational Needs Code of Practice lies at the heart of the school's SEND policy and sets out the processes and procedures that all organisations should follow to meet the needs of the children. The Code describes a graduated approach that recognises that children learn in different ways and can have different kinds of SEND. So increasingly, step-by-step SEN support can be put in place to help overcome the difficulties that a child may have and is responsive to their individual needs. If further support is required, the school may request with parents' permission the involvement of outside agencies which are able to work in collaboration with the school to further support the provision in a way that continues to be relevant to the child's area/s of need.*

*Policies*

- Special Educational Needs policy amended November 2025.*
- Equality Plan amended March 2023*
- Accessibility Plan amended May 2024*
- School Special Educational Needs and Disabilities Coordinator SENDCO:  
Miss Sarah Kew 2005-present*

*Number of pupils with SEN*

	<i>Jan 2021</i>	<i>Jan 2022</i>	<i>Jan 2023</i>	<i>Jan 2024</i>	<i>Jan 2025</i>
<i>SEN support</i>	<i>44</i>	<i>43</i>	<i>38</i>	<i>37</i>	<i>31</i>
<i>Statement/EHCP</i>	<i>7</i>	<i>13</i>	<i>11</i>	<i>10</i>	<i>16</i>
<i>Total</i>	<i>51</i>	<i>56</i>	<i>49</i>	<i>47</i>	<i>47</i>

Comparison data:

National figures for SEND provided by Perspective lite:

2024	EYFS data			
	Our School %	National %	School %	LA %
Whole cohort				
SEND	21.2%	19%		
EHCP	7%	5.1%	4.3%	3.8%
SEN support	14%	13.9%	4.3%	9.7%

National data shows we are higher by 2.2% than the national average particularly with our EHCP figures.

Local authority data shows that the numbers of children identified at SEN support in the Foundation stage is more than half of the Local and National figures but we are higher than the LA for EHCP %. As previous years this is a reflection on whether the children have previously been identified by preschool settings as SEN. To ensure we are following the graduated response process then it isn't until summer term or start of year 1 that they would move on to the schools official SEND register hence why figures are often lower in January than the end of the year. The data for our EHCP numbers continues to be clear evidence of the significant levels of SEND that we as a school are continuing to support. Our levels are above the Local Authority in terms of EHCP % in early years and above the national across the school.

### Trends:

Areas of SEND primary needs:

	Cognition and learning (MLD)	Communication and interaction/ASD	SEMH	Physical and sensory	medical
Jan 2023	39%	36%	28%	4%	0
Jan 2024	49%	25.5%	25.5%	0	0
Jan 2025	34%	43%	19%	0	4%

This year has seen a significant increase in the levels of children with an identified primary need of Communication and Interaction in comparison to previous years. The main primary need for our EHCP children is communication and interaction with 94% of our EHCP children now having a diagnosis of Autism. The level of SEMH as a primary need has dropped but we have continued to need support from related outside agencies as well as working with parents through the Early Help process and evaluating and adapting aspects of our behaviour policy. The most common secondary need is SEMH which is often linked to the primary need impacting a child's day to day mental health and wellbeing. Most of our individual referrals over the academic year continue to be made to the SEMH outreach team and Educational Psychologist and also for outreach from the SASS (Swindon Autism Support Service) team. There has also been an increase in request for support for parents from the school nursing team particularly around personal care, sleep and eating concerns which are often linked to identified neuro diverse needs. The school have also completed 7 referrals to the Neurodevelopmental Conditions pathway this year.

### Attainment of pupils with SEND

#### Progress and on track attainment from September 2024 to July 2025

##### Foundation Stage

On track	Speaking	Reading		Writing	Number
		Comprehension	Word Reading		
Non-SEND 58	90%	91%	81%	77.5%	81%
SEND 11 children	27%	45%	36%	27%	45%

The Early Years Foundation Stage collects official national data figures at the end of the academic year. At key points through the year we monitor all our children in terms of being on or off track in relation to our own tracking system that we developed in relation to working towards the Early learning goals. All SEND children are monitored in relation to this as well using individual tracking documents in relation to their EHCP targets or IPP's. Any concerns are raised and discussed during our individual class progress meetings. In the above data at the end of the year we had 8 EHCP children and 8 at SEN support. At the end of the year, 5 of our EHCP children were disappplied from the profile data.

Attainment is below the expected level for this stage of FS2 for our SEND children and has dropped from last year. This may be due to the primary need of the children being Cognition and Learning and Communication and interaction whereas last year we had more SEMH as primary need. All SEND children have made progress towards their individualised targets and outcomes as stated on their EHCP or IPP's. The SEND children reflected in the data had medical, SEMH or Communication and Language needs which is reflected in the data in regard to attainment being low in speaking in particular.

### Year 1

On track	Speaking	Reading	Writing	Number
Non-SEND	96%	86%	78%	80%
SEND	43%	13%	9%	13%

The primary need for children in year 1 is cognition and learning which reflects in this data being lower than previous years. Academic attainment levels for these children are significantly lower than their non-SEND peers but there has been progress in certain areas with spoken language being higher than previous years with the % of SEND children on track. All SEND children continue to make progress on their individualised targets and outcomes as stated in their EHCP's or IPP's.

### Year 2:

On track	Speaking	Reading	Writing	Mathematics
Non-SEND	85%	87%	71%	87%
SEND	28%	37%	22%	39%

The primary need for many of the SEND children is SEMH and Cognition and learning which is reflected in this data.

Reading and maths are higher areas of attainment for our SEND children in comparison to other areas. Writing continues to be an area of lower attainment for SEND in year 2 and the drop in speaking data is a reflection of the primary needs of our EHCP children where all were under the support of the speech and language team.

Looking across all year groups data it is clear to see a continued pattern for SEND children in relation to curriculum areas and the increase in a higher level of need for our SEND children means more children are working on their own curriculum and outcomes as a result of their provision stated in their EHCP's. Plans are in place for the next academic year (25-26) to develop the areas of fine motor/handwriting and oral composition as part of the new writing framework. We continue to use mastering number program and working with a cluster of schools to monitor our assessment and teaching of these key areas.

### Budget allocation 2024-2025

Total income to the school's budget allocated through Primary SEN EYFSP78 points	£98,533.00
Additional funds for exceptional needs secured through SENRAP (SEN Resourcing and Assessment Panel)	£109,848.00
Total	£208,381.00

This has increased significantly due to the number of EHCP children we have with a high level of funding. Although this has increased it doesn't match or reflect the level of support that as a school we have to fund and put in place in order to support our children which is in line with the national picture for SEND.

### Deployment of staff and resources

When deploying staff, the school continues to ensure that those children with the highest level of SEND have the appropriate amount of support in place to match their additional funding level. Every class in Year 1 and Early Years continues to have the support of a full-time Teaching Assistant, who work in collaboration with the Class Teachers to provide quality, targeted support and intervention for all the children within the class. Year 2 now have 2 general teaching assistants who work across all 3 classes. In addition to this the school also employs SEN Teaching Assistants who are deployed where additional support is required, this was in place for 17 children across the school during this academic year. Our Children's Champion, Deputy head and SENDCO also continue to support children and families across the whole school and liaises with them in relation to issues at home and school.

### External Agencies

Currently we have the following agencies involved with children and families in our school:

Educational Psychologist - EP  
BeU Swindon  
Speech and Language Therapists - SALT  
SEMH outreach team  
Community Paediatricians  
Children's Community Nurse as part of the Complex Care Team  
Occupational Therapist (OT)  
Autism Outreach service/Social, Communication, Interaction Difficulties Service  
School Nursing Team  
Social Workers  
Early help hub team and Family Service

The SENDCO and SLT are the main point of contact for all outside agencies. Referrals are made and completed by the class teachers, Children's Champion and SENDCO after initial discussion and consent from the parents. Each agency works with a different approach to their referral process. This may involve a joint meeting, a class observation or 1:1 work with the child. This is always explained to and agreed with parents at the referral stage

### Liaison with other Schools and Settings

We continue to have strong links with our local pre-schools and with Ruskin Junior School which tends to be our main feeder school for most of our pupils. Our transition was carried out mainly through liaison with key staff from settings, visits from school staff to the setting, in person or online meetings with staff, professionals and parents. Our induction for new starters began in July with parent meetings and stay and play sessions in class. In September additional sessions or a slower start and reduced timetable, if necessary, will be offered to key children. Teaching Assistants and class teachers have been out to visit key children starting in September in their current specialist or preschool settings.

### Staff Development

As a school we are committed to staff development. We have regular in-house training for our Teaching Assistants. Here are examples of some of the training held or attended by staff this year:

- Supporting early communication
- Mastering number
- Trauma informed whole school and SLT training
- Swindon women's aid

- Nursing team medical training
- Specific medical training for supporting children with tracheostomy

### Disability Duty - Equalities

Under the Disability Equality Duty schools are required to take proactive steps to ensure their disabled pupils, staff and governors, parents/carers and other people using the school are treated equally. Schools are required to establish a Disability Scheme to promote equality of opportunity for disabled pupils, which set out to improve access to facilities and the physical environment of the school, as well as the curriculum and information for pupils.

A copy of the Equality Plan is available to view on the school's website under SEND.

### Numbers of children/young people with disabilities and medical needs within the school

- At Beechcroft we currently have children with individual care plans for specific needs such as Allergies, Medical care needs (Shunt and Tracheostomy), Duchenne's muscular dystrophy and medical/physical conditions which require additional support.
- We have a school intimate care register which is for children who need support with more personal matters usually related to toileting and nappy changing.
- All relevant staff are made aware of pupils with medical needs e.g., Teaching assistants, MDSA's and office staff. Information is shared at the start and during the school year if any changes occur. Staff medical training for all is held at the start of every academic year led by the School Nursing service and specific staff receiving training for high medical needs children.
- School can refer children to the School Nursing Team to work and support parents in relation to medical, physical, early mental health concerns or personal care needs.
- Care plans for children are written by either the nursing team or the school and then annually updated and checked with parents.
- Epi pens are kept in secure and labelled areas in the classroom and inhalers are kept in the admin block. Medicines are kept in either the designated fridge or in the locked cabinet in the office as per the instructions on the consent forms signed by parents and carers.
- Specific information or medication for children who have emergency response protocols in place is stored in the locked cabinet for easy access to provide for the ambulance service when needed and information relevant to key children is in easy reach by the main phones in case of emergencies.

- The expiry date of medication is checked when brought into school and at the end of every term.
- Where possible pupils are always involved in their annual EHCP reviews or Team around the child meetings (TAC) by collecting their views in regard to their learning and thoughts about school. Tools such as the 'Three houses' are used to support this as well as collating a one-page profile or 'This is Me' document for the child.

### **Steps taken to prevent disabled pupils from being treated less favourably than other pupils:**

- At Beechcroft Infants School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents or carers regardless of any need or disability.
- We are fully prepared to and have always made reasonable adjustments to ensure that the school environment is as accessible as possible and that children are able to safely take part in activities including school trips and after-school clubs
- We liaise with the physical disabilities outreach team for advice in order to support pupils with access and adaptations

### **Parents and Carers involvement in the provision for pupils with special educational needs, and of those with disabilities and/or medical needs.**

- Parents and carers are always fully involved in discussions regarding their child. We work together to decide how we can make any necessary adjustments to ensure their child is and feels included at our school. Meetings begin, where possible, before the child starts at school, so that staff can be made fully aware of the child's needs and make any necessary preparations. These are usually arranged during initial visits to preschools.
- The first point of call for all parents is to always speak to the class teacher and to raise or share any questions or concerns
- Parents are always invited to attend and contribute to all reviews (Annual Reviews, TAC meetings)
- SENDCO and SLT members are available to meet or talk with parents to discuss any concerns or changes to the child's or families' circumstances.

All relevant SEND policies, including our complaints policy, are available to view on our website and paper copies are available on request from our office. Please refer to the SEND section of the school's website.

Further resources and additional information relating to SEND support or services can be found on the local authorities local offer website. The address is <https://localoffer.swindon.gov.uk/home>

*Additional support for parents and carers in relation to SEND*

[swindonsendfamiliesvoice.org.uk](http://swindonsendfamiliesvoice.org.uk)

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