



Beaulieu Village Primary School Special Educational Needs (SEND) Information Report 2026-27

At Beaulieu Village Primary School, we endeavour to meet the academic, social and physical needs of each and every child in our care by being a fully inclusive school. Through high quality inclusive teaching and an engaging curriculum, we support all children to become successful throughout their learning journey with us and beyond. However, there may be occasions when your child may need additional support in order for them to meet their full potential and it is our duty to ensure we meet their needs at the earliest possible moment.

What is a SEND Information Report?

In the 2014 Children and Families Act it states that all schools are required to publish a SEND Information Report to inform you of their SEND policies, procedures and support given to children with special educational needs and/or disabilities (SEND). To support the development of this information report, the views of parents from our school community have been sought through listening to parents and the occasional survey.

Hampshire County Council is also required to inform parents of their local offer and this can be found at Hampshire's Local Offer for Special Educational Needs and / or Disabilities | Family Information and Services Hub - <https://www.connecttosupporthampshire.org.uk/family-information-and-services-hub-fish/send-local-offer/>

The local offer sets out the services available to all children and young people aged 0 - 25 years in Hampshire with special educational needs and/or disabilities (SEND).

What is a local offer?

The concept was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with special educational needs and their families. This easy to understand information will set out what is normally available in schools to help children with lower levels of SEND as well as the options available to support families who need additional help to care for their child.

What will it do?

It will provide you with information about how to access services in your area and what you can expect from these services. With regards to education, it will let you and your child know how schools and colleges will support them. At Beaulieu Village Primary School high quality teaching is

vital; however, for some children there are occasions when further additional support may be needed to help them achieve.

Provision at Beaulieu Village Primary School for Special Educational Needs and Disability (SEND)

Beaulieu Village Primary is a mainstream school. We value all children equally, and strive to support all children, to enable them to achieve at school. We aim to meet individual needs and provide opportunities for all children to make good progress. We actively promote an inclusive practice and in order for this to happen we try ensure that children with SEND are for the most part taught in the classroom alongside their peers and when possible they are supported by an adult.

"Leaders have established a clear, strategic approach to inclusion. Staff promptly identify the needs of pupils with special educational needs and/or disabilities. They consistently use strategies that remove barriers to pupils' learning. These strategies are personalised to individual pupils and carefully reviewed so they can be adapted, when necessary. Leaders check the impact of their work carefully. When pupils need specialist input, leaders secure timely support from external professionals and work closely with families.

Teachers adapt their practice effectively so that all pupils can learn the school's ambitious curriculum. Leaders deploy pupil premium funding thoughtfully across teaching, targeted support and wider strategies. As a result, disadvantaged pupils typically achieve highly, attend well and participate fully in school life. When a pupil's needs cannot be met on site, leaders ensure that they select the most appropriate alternative provision and maintain close oversight of pupils' attendance, safety and learning.

Staff understand that inclusion is everyone's responsibility. They benefit from regular training so that they can identify and meet pupils' needs precisely. Bespoke pastoral support, such as nurture provision and structured social and emotional work, helps pupils settle and feel comfortable."

Ofsted Inspection January 2026

The Governing Body, in accordance with Hampshire County Council's admissions policy and the policy statement for Special Educational Needs and Disabilities for this school, will have regard to the Code of Practice on the Identification and Assessment of Special Needs. In consultation with the Local Authority, we will admit and make provision for any pupil with a disability providing that the placement is appropriate to the child's age, ability, aptitude and special educational needs, whilst also compatible with the interest of the other children already in the school and with the efficient use of the Local Authority's resources.

Link to Admissions [Beaulieu Village Primary School - Admissions \(beaulieuschool.org.uk\)](https://beaulieuschool.org.uk) and SEND policy [Beaulieu Village Primary School - Policies \(beaulieuschool.org.uk\)](https://beaulieuschool.org.uk)

Proposed SEND Reforms 2026

The government has recently published a new White Paper entitled 'Every Child Achieving and Thriving' (February 2026) alongside a national consultation on reforms to the SEND system. The government's aim is to create a more inclusive education system, with consistency in expectations for support for children with SEND across the country being central to proposed changes.

Hampshire County Council continue to recognise the strong offer from schools across the county. In line with the White Paper, Beaulieu Village Primary School will continue to ensure -

- Needs are identified early
- All children have access to high quality inclusive teaching
- Parent and professional partnership is at the forefront of provision and support.

For further information regarding the White Paper from Hampshire County Council, please visit - <https://www.connecttosupporthampshire.org.uk/family-information-and-services-hub-fish/send-local-offer/white-paper-consultation/> You can also read local reaction from Hampshire County Council about the 'White Paper' here - <https://www.hants.gov.uk/News/20260223SENDreforms>

1. How does the school know if children need extra help?

- We use a range of assessments in school to monitor achievement and progress.
- We monitor children's progress over time with regular pupil progress meetings.
- One of key objectives of the SEND provision for this school is to identify as early as possible, individual children's special needs. A child may be identified as having a special educational need if they are working at two years below the expectations for their age group and/or they are not able to access the curriculum in the usual way. More information on the identification procedures can be found in the SEND Policy on the school website.
- If concerns are raised by parents, carers, teachers or the child.
- If there is an identified change in behaviour or progress.
- As a staff we liaise regularly across the school and have professional discussions with the Special Educational Needs Coordinator (SENDCo) and the Head Teacher.
- If a child is identified as having special educational needs and meets the SEND criteria set out by Hampshire County Council, they will be included on the Register of Special Educational Needs.
- An Education, Health and Care Plan (EHCP) will normally be provided where, after a Statutory Assessment, the Local Authority considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP. The plan will include details of targets for the child to achieve and will be reviewed annually.

2. What do I do if I think my child has Special Educational Needs?

- The class teacher is the initial point of contact if a parent has a concern.
- If you still have concerns you should book an appointment to speak to the school Special Educational Needs Coordinator (SENDCo), **Charlotte Stroud**. You can contact the SENDCo by telephoning the school to make an appointment or by emailing c.stroud@beaulieu.hants.sch.uk
- Parents can also speak to Sue Searle, the school's Emotional Literacy Support Assistant (ELSA), to discuss concerns.
- To book an appointment contact the school office by telephoning 01590 612255 or by emailing adminoffice@beaulieu.hants.sch.uk

3. How will the School know how my child is doing?

- All children receive first class quality teaching involving teachers taking responsibility for each child in their care.
- Children with Special Educational Needs receive support that is specific to their individual needs. The class teacher plans specifically for individuals.
- Learning Support Assistants (LSAs) who work with children with special educational needs continually monitor, assess and feedback to the class teachers to inform the child's next steps and targets. These are monitored by the SENDCo.
- Teachers and their Learning Support Assistants (LSAs) meet regularly to monitor and evaluate the support that a child is receiving.
- If a child has met their targets and is working within National expectations, then they will be removed from the SEND register. They continue to be monitored by their teacher to ensure they achieve Age Related Expectations.
- The school has an appointed Special Educational Needs and Disability (SEND) Governor. The SEND Governor meets with the SENDCo regularly to discuss the SEND provision.

4. How will the curriculum be matched to my child's needs?

- If a child has been identified as having special educational needs they are given targets. Targets are set according to their area of need. These are monitored by the class teacher who endeavours to meet these targets within the planned curriculum.
- When a child has been identified with special educational needs, their work will be adjusted by the class teacher to enable them to access the curriculum more easily.
- Staff members may be allocated to work with your child in a small group focus group or 1-1 to target more specific needs.
- If appropriate, specialist equipment may be given to your child e.g. writing slopes, wobble cushions, pen/pencil grips or easy to use scissors.
- For some children there may be variations in the weekly timetable so that the learning activities are suitable for the child's needs.

5. What is Ordinarily Available Provision?

Ordinarily Available Provision (OAP) refers to the resources, teaching strategies, and reasonable adjustments that all mainstream schools are expected to provide from their standard budget for pupils with Special Educational Needs and Disabilities (SEND). This should include high-quality, inclusive teaching and targeted support—such as visual timetables, small-group interventions, or adapted learning materials— to ensure that all children are able to achieve their full potential.

Hampshire's Local Area Partnership Strategy has developed a parent/carers guide to both Ordinarily Available Provision and SEN support. These support guides are designed to be an accessible version of the longer guidance around Ordinarily Available Provision that was launched in March 2025. Further information about Ordinarily Available Provision, including the full guidance launched in March 2025, can be found by visiting -

<https://www.connecttosupporthampshire.org.uk/family-information-and-services-hub-fish/send-local-offer/education-and-childcare/ordinarily-available-provision-and-send-support/>

The parent/carers guides to SEN support and Ordinarily Available Provision can be found on the SEND page of our website - <https://www.beaulieuschool.org.uk/page/?title=SEND&pid=19>.

6. How will we support your child?

- Children with SEND will receive support that is specific to their individual needs, with lessons planned and differentiated accordingly.
- If a child has more specific difficulties such as spelling, numeracy or literacy then children will be placed in a small focus group or take part in a 1-1 session, planned by the class teacher and delivered by a Learning Support Assistant (LSA) or class teacher.
- A trained Emotional, Literacy Support Assistant (ELSA) is available to support children to develop their emotional literacy skills.
- If a child requires external support from other agencies such as the Child and Adolescent Mental Health Services (CAMHS), an Educational Psychologist (EP) or Speech and Language Therapy (SALT), a referral will be made with parental consent and forwarded to the most appropriate agency.
- Children's progress and achievement is continually monitored by the SENDCo and Head Teacher.

7. How will my child be able to communicate his or her views?

- The child's 'voice' is a key part of building relationships and ensuring that they take on responsibility for their own learning and behaviour.
- Your child will talk regularly with the class teacher and LSA about how he or she feels about their learning, particularly celebrating his or her successes. We listen to your child and take his or her ideas and feelings into account when planning next steps together.
- If your child has an Education, Health and Care plan, he or she will be asked his or her views before review meetings.

8. What support will there be for my child's overall wellbeing?

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. Therefore, parents are always advised to arrange a meeting with the class teacher to discuss any concerns.
- We also have a trained Emotional, Literacy Support Assistant (ELSA), who works under the direction of the SENDCo with vulnerable children. A child may be referred to work with the ELSA for specific support, such as illness or difficulties at home. These sessions are arranged with the parents' consent.
- We provide robust parent partnership opportunities. Parents are able to regularly speak to Sue Searle (ELSA) at the school gate in a morning or by requesting a meeting.
- In school, we have a variety of qualified First Aiders. The school administers prescribed medication and offers personal care to your child if this is necessary, in line with Hampshire Local Authority guidelines.
- The Head Teacher and Key Stage Leaders are Designated Safeguarding Leads; however, all staff have a duty to ensure the safety of all children in our care.

9. How will my child be included in activities outside the classroom including school trips?

- Every child has equal access to extra-curricular activities and school trips. Sometimes it is necessary for additional adult support to be provided in order for children to gain the most from the activities on offer. This could be in the form of the child's parent/carer.
- Risk assessments are always conducted prior to any off-site activity such as day or residential trips. These risk assessments include a focus on any child with additional needs. Please see our Off-site Activities and Educational Visits Policy for more information.
- Strong links with parents/carers is essential. You are encouraged to approach your class teacher or speak to Sue Searle (ELSA) if you have any concerns, or questions regarding off-site activities.
- Safety of your child is of the utmost importance at all times. Please see our Child Protection Policy for more detail.

10. How will the school prepare and support my child to join the school or transfer?

Many strategies are in place to support a smooth transition into school, or transfer to a new one.

- A comprehensive Induction Programme for new Early Years Foundation Stage (EYFS) children including visits to the school and liaison with pre-schools.
- Discussions occur between the previous and receiving settings prior to the pupil joining or leaving.
- Additional transition visits are arranged for those children transferring to local junior/primary schools that require extra time in their new school.
- The school SENDCo will liaise with the SENDCo's from the receiving schools and pass on information regarding pupils with SEND.
- Social Stories are written for children if transition is potentially going to be difficult.
- If your child has complex needs, then an Inclusion Partnership Agreement (IPA) or Transfer Review will be used as a transition meeting during which we will invite staff from both settings to attend.

11. How will you help me support my child's learning?

- Progress and achievement is discussed at Parent Consultation meetings where strategies for supporting your child at home are discussed.
- Open communication is encouraged, you can contact the class teacher, SENDCo and Sue Searle (ELSA) via the school office.
- The class teacher and SENDCo may initiate a meeting with you to discuss how to support your child, at home and at school, if there are difficulties with a child's behaviour and/or emotional needs.
- We can assist you in completing parental views for Educational Health Care Plans and annual reviews or put you in contact with Hampshire Parent Partnership Services.
- If your child has complex special educational needs or an Education Health Care Plan (EHCP), formal meetings will take place across the year involving the relevant outside agencies.
- At times, parenting courses are available and we hold a number of learning opportunities for parents within the school year (e.g. phonics and maths workshops).

12. How are parent/carers involved in our school?

Parents/carers are viewed as partners in their child's education and are therefore kept fully informed about the progress of their child and encouraged to contribute towards their child's education, especially by:

- Discussions with the class teacher and attendance at Parent Consultations with your child
- Discussions with the SENDCo
- Discussions and attendance at meetings with outside agencies, where appropriate.

In addition parents/carers may wish to become involved by:

- attending school curriculum visits and workshops
- attending Parent Representative meetings
- membership and fundraising with Friends of Beaulieu School (FOBS).

13. How is the decision made about what type of and how much support my child will receive?

- Different children will require different levels of support and decisions are made in consultation with the class teacher, SENDCo and Senior Leadership team, considering a range of evidence.
- The school has strong links with a range of outside agencies and value recommendations made by them. These are used to inform the type of support offered to children with specific needs.

14. What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to access more specialised expertise. Despite the school's endeavours to secure the necessary support required, as recognised in the Ofsted Report (January 2026), the school is reliant on the availability of time that these agencies have.

The agencies used by our school are:

- Educational Psychologist (EP)
- Child and Adolescent Mental Health Services (CAHMS)
- Children's Therapy Team (Occupational Therapist/Speech and Language)
- Specialist Teacher Advisors for hearing impairment or visual impairment
- Ethnic Minority & Traveller Achievement Service (EMTAS)
- Outreach support from Forest Park Special School
- Behaviour Support Team (Clifford Centre)
- School Nurse Team
- Social Services
- ELSA support through Families Matter

15. What training is provided for staff supporting children with SEND?

- It is a statutory requirement that all SENDCo's in schools are qualified teachers and have or are working towards a qualification in SEND.
- LSAs in school, many of whom are very experienced, are given training specific to their role. This training is offered, as required, through in-house training led by outside agencies such as the Educational Psychologist (EP), the School Nurse or by attending one of Hampshire County Council's (HCC) training courses.

- LSAs also attend bespoke training sessions at the Clifford centre and are invited to Forest Park for 'drop in sessions' to share good practice and resources and ask questions or advice.

16. How accessible is your education setting?

- Please refer to the Accessibility Plan which addresses the school's general responsibilities in the admission of pupils with SEND, as set out in the School Admission Code and the Equality Act (2010).
- This plan is monitored and reviewed by the Governing Body every three years and covers access to the curriculum, access to the physical environment and access to information.

17. How are the school's resources allocated and matched to children's SEND?

- The SEND budget in school is reviewed annually with Governors and spent in full. It is targeted towards the pupils on the school's SEND register to provide resources in the form of time, staff and materials.
- Children are supported by having differentiated work whenever appropriate, access to additional resources when necessary, as well as individual help or small group work, in and out of the classroom.

18. Who can I contact for further information?

- Parents are always encouraged to contact their child's class teacher initially.
- You can also contact the SENDCo and Sue Searle (ELSA) via the school office.
- You may find useful information in the SEND policy and linked policies on our website <https://www.beaulieuschool.org.uk/page/?title=Policies&pid=22>
- You may wish to contact the Hampshire SENDIASS organisation (formerly Support4SEND) [Hampshire SENDIASS | Impartial SEND Advice & Support](#) They offer advice and support to parents and carers of children and young people with special educational needs. They are free, impartial and confidential services.
- Further help can be found at the IPSEA website ([IPSEA](#)) [Independent Provider of Special Education Advice](#) IPSEA is a national charity providing free legally based advice to families who have children with special educational needs.

19. What steps should I take if I have concern about the schools SEND provision?

If you have any concerns regarding your child:

- Your first point of contact should always be with their class teacher. The teachers know your child better than anyone else in the school and they will appreciate you coming to them to voice your concerns.
- If you feel you need an extended time to talk about your concern, then please arrange a time with the class teacher when you can discuss the matter in greater detail and perhaps involve the SENDCo.
- If you still have concerns, then please speak with the (Headteacher).
- We understand however, that there are occasions when people would like to raise their concerns formally. In this case, Headteacher will attempt to resolve the issue internally, through the stages outlined within this complaints procedure.

Approved by Governing Body: 16th July 2025

Review: Summer 2026

Linked Policies:

- SEND Policy
- Admissions Policy
- Behaviour Policy
- Accessibility Plan
- Equality Policy
- Supporting Pupils with Medical Needs Policy
- Off-site Activities and Educational Visits Policy
- First Aid Policy
- Safeguarding Policy
- Complaints procedure

01 September 2026