BEULAH JUNIOR SCHOOL

SEND INFORMATION REPORT

Academic year 2026–2027

Our commitment
We aim to create an inclusive environment where every pupil is valued, can access the curriculum and is supported to make progress. We recognise children's individual strengths, interests and experiences and work in partnership with parents and carers.

1. What kinds of SEND do we support?

Pupils may have needs relating to communication and interaction; cognition and learning; social, emotional and mental health; or sensory and/or physical needs. This may include autistic spectrum conditions, ADHD, speech and language needs, dyslexia, learning difficulties, anxiety, physical disability and other needs. Each child is considered individually; a diagnosis is not required before concerns can be discussed.

2. How do we identify children who may need extra help?

Concerns may be raised by parents/carers or staff. We may notice slower-than-expected progress, difficulty accessing learning, a significant change in behaviour or wellbeing, or medical, physical, communication or sensory needs. The class teacher completes an Initial Cause for Concern Form and shares concerns with parents/carers. The child is monitored over a term, with strategies and recommendations from the Inclusion Manager and a member of the senior leadership team. Termly pupil progress meetings also consider pupils not making expected progress. If concerns remain, we consult parents again and consider whether the child should be added to the SEND register and receive SEN Support.

3. How do we support pupils with SEND?

Class teachers remain responsible for the learning and progress of all pupils. Support starts with high-quality and adaptive teaching: staff may adapt explanations, task steps, resources, grouping, visual supports, scaffolds, pace or adult guidance. Additional provision may include SEN Support Plans recorded and reviewed through Edukey; targeted small-group or individual interventions; Precision Teaching; support with literacy, numeracy, communication, attention or independence; visual timetables and Now and Next boards; sensory resources and planned movement or regulation breaks; and Galaxy Group provision for pupils working significantly below Key Stage 2 expectations, where appropriate. Wellbeing provision may include ELSA, social-skills groups and play therapy through the school's on-site counsellor, who works three days per week. Support is reviewed and adjusted according to impact and changing need.

4. How do we use the graduated approach?

Assess: gather information from the pupil, family, teacher assessments, work, observations and relevant professionals. Plan: agree outcomes, support, responsibilities and a review point with parents/carers and, where appropriate, the pupil. Do: put the agreed strategies and provision into practice. Review: consider what has changed and whether support is helping, then retain, adapt or increase provision as appropriate.

5. How are social, emotional and mental health needs supported?

Depending on need and availability, support may include the school counsellor and play therapy, ELSA, social-skills groups, adult check-ins and structured wellbeing targets. For some pupils, a wellbeing chart with three individual targets links school and home. The child takes the chart home and review meetings are held with the child and parent/carer. Staff may use ABC (Antecedent, Behaviour, Consequence) charts to identify patterns, triggers and possible unmet needs. These inform supportive planning alongside pupil views and other evidence.

6. How do we involve parents and pupils?

We value parents and carers as partners and aim to discuss concerns early. Families are involved when concerns are raised, support is planned, referrals are considered and SEN Support Plans or wellbeing charts are reviewed. We seek pupils' views in ways suited to their age, communication and understanding, including conversations, visuals, observations or pupil-voice activities.

7. How will parents know how their child is progressing?

Parents/carers can discuss learning and wellbeing with the class teacher, attend parent consultation meetings and take part in review meetings where additional support is in place. Progress may be evaluated through classwork, teacher assessment, formal or informal assessment, observations, intervention records and progress towards individual targets. If concerns need further discussion, a meeting with the Inclusion Manager may be arranged.

8. What specialist services can we work with?

Where appropriate, and subject to referral routes and service criteria, the school may seek advice from Educational Psychology, Speech and Language Therapy, Occupational Therapy, health and community paediatric services, CAMHS and other emotional wellbeing services, hearing or visual impairment support services, Early Help, social care and relevant voluntary or community organisations. Access and waiting times vary; the school cannot guarantee a particular service. Referrals are discussed with parents and relevant consent procedures followed.

9. What training and expertise do staff have?

SEND-related professional development is planned in response to pupils' needs and school priorities and may be delivered by school staff or external professionals. The Inclusion Manager advises staff and helps coordinate provision. Staff are supported to understand pupils' needs and agreed strategies.

10. How are resources and support allocated?

Support is planned in response to identified needs, provision required and resources available. This may include adaptive teaching, targeted interventions, specialist advice, equipment or additional adult support. The impact of provision is reviewed. Where a pupil has an Education, Health and Care Plan (EHCP), the school works to deliver the special educational provision specified in the plan in accordance with its statutory duties.

11. What if a child needs more help than SEN Support can provide?

If significant barriers continue despite appropriate support, the school will review the evidence with the family and relevant professionals. This may include further advice, referrals or discussing whether to request an Education, Health and Care (EHC) needs assessment. The Local Authority decides whether an assessment is necessary under the statutory process; it is not automatic and is not based solely on diagnosis.

12. How do we include pupils in trips and wider school life?

We aim for pupils with SEND and disabilities to take part in the curriculum, trips, clubs and wider school life. Reasonable adjustments and individual arrangements are considered according to need. Risk assessments and additional support may be arranged where appropriate, with parents involved in planning when needed.

13. How accessible is the school?

The school site includes ramps to the main entrance and dining hall and disabled toilet facilities. The building has two storeys, with access limitations to some upper-floor areas. Individual access and participation arrangements should be discussed with the school so needs, safety and reasonable adjustments can be considered. Further information is available in the school's Accessibility Plan.

14. How do we support transitions?

We plan for transitions into Year 3, between classes and from Year 6 to secondary school. Arrangements may include transition meetings, liaison between schools, secure sharing of relevant information, additional visits, visual information and individual preparation. For pupils with EHCPs, transition planning takes account of the plan and the support needed for the move.

15. How do we work with Croydon's Early Intervention SEND Team?

Beulah Junior School works with Croydon Council's Early Intervention SEND Team and SEND Advisor to strengthen inclusive practice. Depending on need, this may include consultation, problem-solving, discussion of individual pupils or whole-school provision, advice about strategies and resources, staff development, review of provision and signposting. The team can also advise schools about relevant pathways and funding request processes. Arrangements and access are subject to current Local Authority guidance. Croydon's Local Offer: https://localoffer.croydon.gov.uk

16. Who should I contact and what if I have a concern?

Please raise concerns about learning or support with the class teacher first. If further discussion is needed, contact the school office to arrange a conversation with the Inclusion Manager. The Headteacher or senior leadership team may be involved where appropriate. If a concern is not resolved, parents/carers may follow the school's formal complaints procedure.

School contact details
Beulah Junior School
Beulah Road, Thornton Heath, Croydon, CR7 8JF
Telephone: 020 8653 4921
Email: office@beulah-jun.croydon.sch.uk
SEND contact: Inclusion Manager (contact via the school office).

Review cycle: This report is for 2026–2027 and should be reviewed at least annually and sooner if arrangements change.