

BEACON RISE PRIMARY SCHOOL

Annual Report to Governors

January 2026



At Beacon Rise Primary School, we believe it is essential to provide a well-balanced, challenging curriculum for all pupils. We are committed to ensuring that all pupils, including those with special educational needs and disabilities (SEND), receive their right to a high-quality, accessible and balanced curriculum.

We aim to provide all children with the best possible outcomes in preparation for life-long learning. We believe it is important that children acquire skills, knowledge and confidence that can be applied to all future learning experiences, including social, physical and spiritual development. We endeavour to raise aspirations and expectations for all pupils, including those pupils with SEND, by working in partnership with parents/carers and listening to pupils.

SEND School Profile

At present, there are 115 children registered with additional needs and they make up 18.3% of the whole school population.

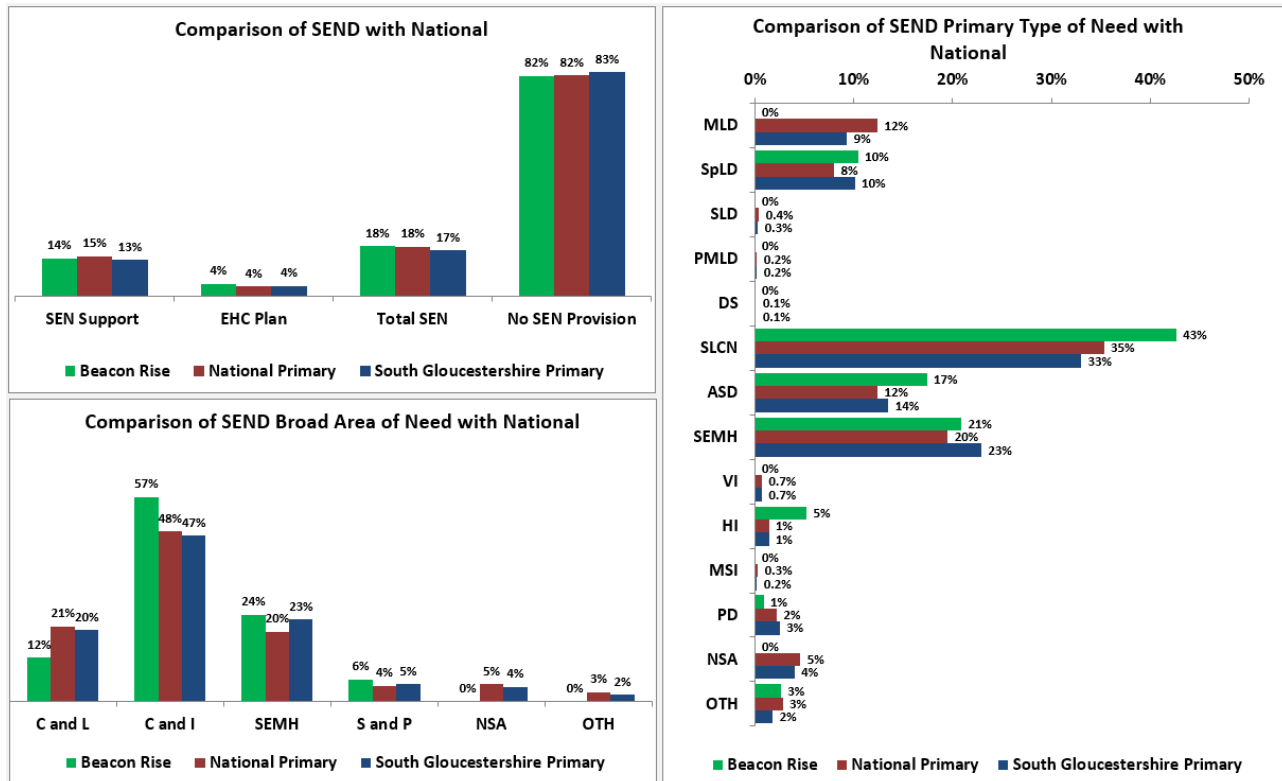
SEND breakdown of school population	Number of children	% of school population
Education Health and Care plan (EHCP)	28	4.5%
EHCP and Pupil Premium	15	2.4%
School support (total)	87	13.9%
School support and pupil premium	25	4%
School support (no pupil premium)	62	9.9%

SEN over time	January 2021	January 2022	January 2023	January 2024	January 2025	January 2026
SEN Support	127	117	119	99	86	87
EHCP	17	17	22	21	28	28

SEN by year group	Rec	1	2	3	4	5	6
SEN Support	17	8	17	11	11	14	9
EHCP	0	3	2	8	5	5	5

Area of need	% of SEN register	% of school population
Communication and Interaction (C&I) inc Autism	57.4% (66 children)	10.6%
Communication and Interaction with speech, language and communication need (SLCN) no Autism	41.7% (48 children)	7.7%
Cognition and Learning (C&L)	12.2% (14 children)	2.2%
Social, Emotional and Mental Health (SEMH)	24.3% (28 children)	4.5%
Sensory and physical (S&P)	6.1% (7 children)	1.1%
ASD - formal diagnosis	25.2% (29 children)	4.6%
(Inc 15 children on Autism assessment pathway)	44.3% (51 ASD + Pathway)	8.2%

SEND January Census 2026



Identifying Special Educational Needs

Children's needs may be categorised into four areas. These include:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

Early Identification

We believe that early identification of SEND, whether it is social, emotional, physical, communication or a specific learning difficulty, is crucial to the well-being of all our children. To support us in our early intervention, we:

1. Arrange home visits for all Reception pupils
2. Attend all transition reviews for each pupil with SEND transferring to us
3. Plan and deliver the appropriate intervention, e.g., small group support provided by a TP for all pupils as appropriate.

This enables us to meet parents with the opportunity to discuss their child's strengths and needs. This allows for any additional resources, interventions or referrals to be made promptly.

Identification

Assessment of our pupils continues throughout their time at Beacon Rise. We implement this by:

1. Analysing assessment data no less than termly to identify children who are not meeting age-related expectations
2. Monitoring children's assessment through observations, verbal and written feedback.

3. Adopting an open-door policy to provide adults with the opportunity to discuss concerns at any time
4. Liaising with parents.

Provision

Any child identified on the SEND register receives additional support. This is documented in a provision map for each year group. The provision map is written in conjunction with the class teacher and TP. This outlines any support in addition to quality first teaching for pupils within the class.

Teachers will then write an intervention plan that clearly outlines the pupil's current level, targets linked to their next steps in learning and suggested activities. TPs use these plans to plan daily intervention sessions. At the end of the intervention, the class teacher and TP review the pupil's learning and state the exit level.

Parents/Carers are invited to meet termly with the class teacher, teaching partner and where appropriate SENCO to review their child's learning and celebrate their successes.

For further information, please see the School Local Offer on the SEN section of the school website.

Attainment and Progress of SEND Pupils 2024-2025

EYFS

	Number of Pupils	Good Level of Development Achieved
Any SEN	9	33%
EHCP	3	0%
SEN Support	6	50%

KS1

Year 1 Phonics Test

	No of Pupils	Passed
Any SEN	13	62%
EHCP	1	60%
SEN Support	9	67%

Year 2

	No of Pupils	Met National Expectation		
		Reading	Writing	Maths
Any SEN	19	32%	16%	42%
EHCP	7	43%	14%	43%
SEN Support	12	25%	17%	42%

KS2

Year 6

	No of Pupils	Met National Expectation			
		Reading	Writing	Maths	R, W & M
Any SEN	21	76%	86%	83%	76%
EHCP	5	60%	60%	60%	60%
SEN Support	16	81%	90%	90%	76%

SEND Budget

High needs EHCP support for 2020-21 is £155,920.

High needs EHCP support for 2021-22 is £178,085.

High needs EHCP support for 2022-23 is £191,722.

High needs EHCP support for 2023-24 is £253,835.

High needs EHCP support for 2024-25 is £200,049.98

High needs EHCP support for 2025-26 is £269,024

This money is spent on supporting individual pupils with an EHCP through:

- A team of TPs
- Specialist resources
- CPD for TPs supporting individual needs.

The school budget, received from South Gloucestershire, includes money for supporting children with SEND. This money is spent on:

- TP hours to support pupils with SEND
- CPD for all staff
- Resources
- Support and advice from outside agencies.

The training needs of all staff are identified through:

- Audit of staff strengths and areas to be developed
- Identification of specific needs for individuals and how staff need to be trained to support the pupil
- Key objectives on the School Development Plan that may need addressing through training.

Key SEND Priorities for 2025-2026

Promoting greater independence of pupils with SEND in lessons

- Staff meetings on Scaffolding, Meta-Cognition, Use of Technology and Explicit Instruction
- Sensory stations and calm corners

To be part of the Neurodiversity Profiling Project

- Pilot project identifying pupils with ASD and ADHD

To continue to develop staff CPD

- All teachers to attend Neurodiversity training
- All teachers and TPs to attend Belonging Toolkit training