

SEN Information Report 2025

Beeches Primary School

“Together, we help every child grow — from pad to pond, and beyond...”

Our Vision

At Beeches, every child is at the heart of what we do. We believe that all children can learn, succeed and be happy when they feel safe, understood and valued.

Our approach is based on nurture, relationships, and following each child’s interests. We focus on developing the whole child — their communication, confidence, wellbeing and independence.

We aim for every child, whatever their needs, to:

- Feel safe and cared for.
- Be part of their class and school community.
- Learn through play, exploration and curiosity.
- Achieve their best — in their own way and at their own pace.

What is SEN?

A child has Special Educational Needs (SEN) if they need extra help to learn. This may be with communication and interaction, thinking and learning, social, emotional or mental health, or physical and sensory needs.


We follow the SEND Code of Practice (2015) and the SEND & AP Improvement Plan (2023/24) to make sure every child gets the right support at the right time.


Early Identification and Support

We notice children carefully from the start — through play, talk, and close relationships. If we think a child may need extra help, we talk with parents, observe the child, adjust teaching and involve the SENCO to plan next steps.

Our Nurture Approach – From Pad to Pond

At Beeches, our support for children with additional needs follows our From Pad to Pond journey. This model helps us nurture children’s development through small steps — focusing on relationships, play and communication before formal learning.

 Pad (Early Nurture) – children explore and feel safe; we build trust through play and positive relationships.

 Pond (Growing Independence) – children begin to communicate, make choices, and take part in group learning.

 Beyond the Pond (Confidence and Discovery) – children learn new skills, express

ideas, and show independence in their own way.

Across all stages, we follow the child's interests, use play to support learning, and build emotional security through routine and care.

Communication and Partnership with Families

We work in partnership with families from the beginning. You know your child best, and your voice is important. We talk regularly, share progress and invite families to contribute to plans and celebrate progress.

How We Support Children with SEN

High Quality Teaching is our first approach. Some children may need personalised support, visuals or small group work. For ongoing needs, we create SEN Support Plans reviewed termly with families. We also work with outside professionals such as Speech and Language Therapists, Educational Psychologists and Health Professionals.

Wellbeing and Emotional Support

We know that learning starts with feeling safe and cared for. Our staff build trusting relationships, provide nurture spaces and sensory rooms, and teach emotional understanding through gentle guidance and consistent boundaries.

Inclusion in Learning

Children with SEN learn alongside their peers. Lessons are visual, practical and tailored to each child. Children take part in all school activities, trips and celebrations with the right support in place.

Transitions

We make moving between classes or schools positive. Children visit new rooms and staff, use photos and books to see what comes next, and transitions are planned together with families and the new setting.

Working with Other Professionals

We work with Speech and Language Therapy, Educational Psychology, Occupational Therapy, Specialist Teaching Services, and Health professionals to plan how best to support each child.

Our Community and EAL Families

Many of our families speak more than one language — this is a strength. We use pictures and gestures to aid understanding, share translated information where possible, and encourage home language use to support learning.

Reviewing Progress and Next Steps

Support plans are reviewed regularly. We celebrate progress and update targets with families. If more specialist help is needed, we may request an Education, Health and Care Plan (EHCP) with full family involvement, these are reviewed annually.

Who to Contact

SEND team: Abi Smith, Helen Marsden, Rosilyn Lowman-Saran and Kiran Kaur.

Headteacher: Will Fisk

Contact: senco@beeches.peterborough.sch.uk

Our Promise

At Beeches, we see every child as an individual with unique strengths. We nurture hearts first — because confident, happy children are ready to learn.

This is a summary of our full SEN Information Report, which is available on the school website.