# BEAL VALE PRIMARY SCHOOL: SEND in a Nutshell: 2025-2026

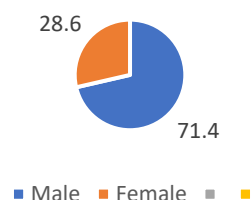## Identification: School, Local & National

| Loc/Nat 24/25 data	School (%)	Local %	National %	School - Gender %
All SEND	14%	19.3%	19.5%	Male- 71.4% Female - 28.6%
SEN Support	12%	12.6%	14.2% -all 14.8%- prim 13.4% -sec	Male- 70.8% Female- 29.2%
EHCPs	2%	6.7%	5.3% - all 3.5% prim 3.1% sec	Male- 75% Female-25%

School SEND Stats

86 / 12 / 2
- Non-SEND ■ SEN Support ■ EHCP ■

School SEND Stats

71.4 / 28.6
- Male ■ Female ■ ■
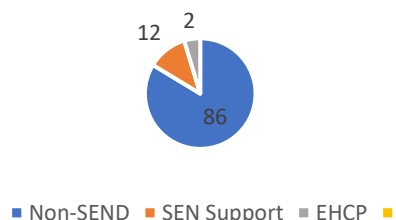
Year/ SEND (# /%)	Rec	Y1	Y2	Y3	Y4	Y5	Y6
All SEND	3.5	14.3	10.7	17.9	21.4	14.2	17.8
SEN Support	3.5	10.7	7.2	17.9	17.9	14.2	14.3

Identification: School, Local and National

School Primary Needs All SEND

7.1 — 3.5 / 25 / 64.2
- C&L ■ C&I ■ SEMH ■ S&P
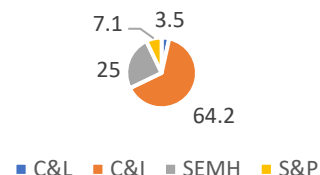
National Primary Needs -All SEND

21.6 / 4.8 / 26.3 / 40.6
- C&L ■ C&I ■ SEMH ■ S&P
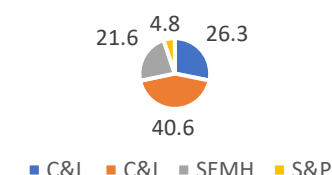
Based on primary needs	All SEND %			SEN SUPPORT %			EHCP %		
	Sch	Loc	Nat	Sch	Loc	Nat	Sch	Loc	Nat
Cognition & Learning (C&L)	3.5	18.6	26.3	3.5	20.1	28.1	0	15.8	21.7
Communication & Interaction (C&I)	64.2	51.1	40.6	50	46.0	35.4	100	60.4	54.3
Social Emotional & Mental Health (SEMH)	25	18.9	21.6	25	21.1	23.6	0	14.9	16.0
Sensory & Physical (S&P)	7.1	6.4	4.8	7.1	5.3	4.3	0	7.9	6.0

	Monitoring	EHCNAs (in process)	EHCNAs (Planned)
No of Pupils	28	0	3

EHCP	0	3.6	3.5	0	3.5	0	3.5

Attendance and Exclusions:

	All Pupils	SEND	EHCP
Attendance %	95.3%	94.1%	88.8%
# AP	0	0	0
# Sus	0	0	0
# PEx	0	0	0

Provision:

Area of Need	C & L	C & I	SEMH	S & P
HQT (Top 3 strategies)	Explicit instructions Small group support Scaffolding small steps	Picture resources Visual Timetables Frequent checks for understanding	Fidget toys Movement breaks Recognition charts	Visual overlays Focused seating plan Enlarged, non-cursive fonts
Interventions	Pre-teach maths Pre-teach maths 1:1 phonics boosters	Colourful Semantics WellComm ELSEC	Zones of Regulation Circle of Friends Sensory Circuits	Kaligo handwriting app Text to Voice app Multi-sensory approach

Strengths and Actions:

Strengths	• Bespoke, individual learning paths for every pupil with SEND. • Involvement in ELSEC (Early Language Skills for Every Child) project has enabled early monitoring and identification of language concerns. • Use of both Early Years and Primary WellComm. • Inclusive learning environments identified by OFSTED. • Ongoing training and CPD for staff e.g. Dyslexia training, Developmental Language Disorder workshop. • Teaching Assistants in every class to allow for timely and targeted interventions. • Link QEST advisory teacher for support, guidance and signposting. • Link Educational Psychologist for case work and diagnosis. • Termly SEND surgeries to discuss concerns and early assess-plan-do-review (APDR) process • Pro-active inclusion of pupils with SEND at after-school clubs and representing school at sporting events • Pupils with SEND are ambassadors for the school in roles such as school council members and winners of the school shield two years in a row. • Family-orientated environment in school ensures that pupils have access to many trusted adults.
Areas for Development	• Early diagnosis can be impacted by long waiting lists of external agencies. • Limited physical space in the school impacts on ability to have sensory areas.