

Welcome and Introductions



Inclusive Provision supporting Attendance Beacon CE Primary, Liverpool, LDST

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Beacon CE Primary, LDST

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Golden Nugget, Magnet, Out of the Box

Achieve
Together
@LDST



Agenda

- **Context**
- **Identifying Need (and Communication)**
- **Understanding and Removing Barriers**
- **Targeted Approaches**
- **Working with Partners**
- **Review**

Context

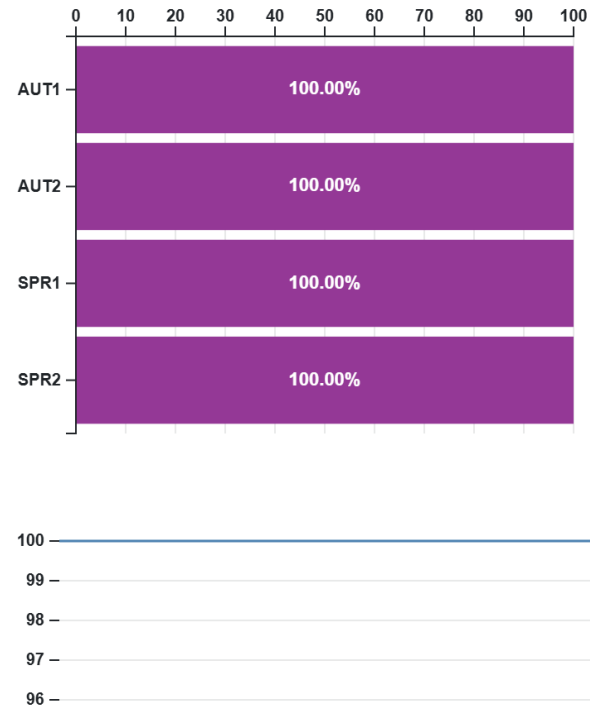


Beacon CE Primary Context - IDSR

	2023	2024	2025
School number on roll	Well above average 484	Well above average 497	Well above average 494
School % FSM6	Well above average 47.25	Well above average 43.33	Well above average 44.60
Local area % FSM6	Well above average 54.05	Well above average 54.93	Well above average 52.03
School % SEN support	Close to average 16.12	Close to average 14.89	Close to average 17.21
Local area % SEN support	Well above average 21.24	Well above average 23.94	Well above average 25.50
School % EHC plan	Below average 0.62	Below average 1.01	Below average 1.62
Local area % EHC plan	Close to average 2.75	Close to average 4.09	Close to average 4.32
School % EAL	Close to average 23.10	Close to average 22.10	Close to average 27.30
Local area % EAL	Above average 32.20	Close to average 32.70	Above average 36.90
School % CIN	Close to average 3.10	Close to average 2.62	Close to average 3.04
Local area % CIN	Above average 5.35	Close to average 4.38	Close to average 3.75
School % stability	Close to average 82.16	Close to average 80.56	Close to average 85.83
School pupil base deprivation	Well above average	Well above average	Well above average
Local area pupil base deprivation	Well above average	Well above average	Well above average
School location deprivation	Well above average	Well above average	Well above average

- Attendance

100.00%



Week	Mon AM	Mon PM	Tue AM	Tue PM	Wed AM	Wed PM	Thu AM	Thu PM	Fri AM	Fri PM
01/09/25					/	\	/	\	/	\
08/09/25	/	V	/	V	/	V	/	V	/	V
15/09/25	/	\	/	\	/	\	/	\	/	\
22/09/25	/	\	/	\	/	\	/	\	/	\
29/09/25	/	\	/	\	/	\	/	\	/	\
06/10/25	/	\	/	\	/	\	/	\	/	\
13/10/25	/	\	/	\	/	\	/	\	/	\
20/10/25	/	\	/	\	/	\	/	\	/	\
03/11/25	/	\	/	\	/	\	/	\	/	\
10/11/25	/	\	/	\	V	V	V	V	V	V
17/11/25	/	\	/	\	/	\	/	\	/	\
24/11/25	/	\	/	\	/	\	/	\	/	\
01/12/25	/	\	/	\	/	\	/	\	/	\
08/12/25	/	\	/	\	/	\	/	\	/	\
15/12/25	/	\	/	\	/	\	/	\	/	\
05/01/26	/	\	/	\	/	\	/	\	/	\
12/01/26	/	\	/	\	/	\	/	\	/	\
19/01/26	/	\	/	\	/	\	/	\	/	\
26/01/26	/	\	/	\	/	\	/	\	/	\
02/02/26	/	\	/	\	/	\	/	\	/	\
09/02/26	/	\	/	\	/	\	/	\	/	\
23/02/26	/	\	/	\	/	\	/	\	/	\
02/03/26	/									

School Improvement Plan Priorities



The Beacon CE Primary School Improvement Plan



Our whole school priorities (2025-26):

- **Leaders** promote a culture of continuous school improvement impacting positively on outcomes and empowering pupils to be courageous advocates.
- To ensure teachers check pupils' understanding and adapt their **teaching** to meet pupils' needs.
- To develop a strong culture of positive **behaviour and high attendance** for all pupils.
- To continue to embed our **inclusive practices** to positively impact on pupils' learning and well-being.
- To ensure pupils develop detailed knowledge and skills across the **INSPIRE curriculum** and that assessment is used effectively.

Beacon CE Primary Context

- www.beaconceprimary.co.uk
- Moved from 1 form (30 children) to 2 form (60 children) over time.
- **2 year old** provision up to Y6 – deliberately prioritised 2 year olds to support families to get into good habits early, our size of room can accommodate 24 pupils and has a decent sized outdoor space.
- **Breakfast Club from 7.30am** to support working families and most vulnerable (mix of demographics is good for all children).
- Share a **leadership team** with another more affluent school within our trust in Liverpool (good for challenging each other around different challenges including attendance).
- We prioritise **people** - e.g. we employ more of our own teachers to build relationships and know our children well. We try to avoid using supply who don't know our children as well.

Beacon CE Primary Culture

- ‘We are **not doing everything (yet)** we possibly can to improve attendance.’
- **Value routines as they bring predictability** and remove the unknown. Protect where possible English and Maths time, no PE in KS2, individual music lessons in the morning.
- **CPD** around attendance is prioritised. Learn from being part of an attendance and behaviour hub.
- Have had to consider how to make **transition more streamlined** with increased numbers joining school late over time (as we moved to 2 form entry).

Mindset

- **We can do more to improve attendance** (and punctuality).
- Led at the highest level (Exec Head, Head, Trust)
- **Obsessive / Relentless** about attendance. (If we ensure children in school in that's more cost effective than providing intervention later)
- It's **safeguarding** – what are children doing when not in school?
- **Protect capacity** within the attendance team (despite challenges around budget)
- **Prioritise Inclusion** – 13/33 teachers (some are part time) have the **NPQSEND / NASENDCo qualification** or are currently on the qualification.
- Reflect on whether the **right people** in your school are involved in improving attendance (over time work on this if not quite right)



Relationships matter: the currency for
systemic change was trust, and trust
comes through forming healthy
working relationships. People, not
programs, change people.

Bruce D. Perry

Identifying Need



Latest Data – DfE Dashboard

The Beacon Church of England Primary School

Current academic year up to Thursday 26 February 2026

Current insights

Data visualisations

Previous academic year

Year-to-date comparison

Absence bandings

Unauthorised absence

Check leaver data

Number of pupils 362		Overall attendance % 95.5%		Overall absence % 4.5%		Unauthorised absence % 1.3%	
Persistently absent				Severely absent			
Number of persistently absent pupils		Percentage of persistently absent pupils		Number of severely absent pupils		Percentage of severely absent pupils	
42		11.6%		1		0.3%	

Last 5 days (23 February 2026 to 26 February 2026)



Overall attendance %		Overall absence %		Unauthorised absence %	
95.9%		4.1%		1.9%	

Keep an eye on Near PAs / PAs (5-10% and 10-15%)

Absence bandings

Identify pupils with and approaching persistent and severe absence rates. Select an absence band to view pupils within it. Use the filter pane on the right to select pupil characteristics.

Data includes pupils with 20 or more possible sessions in the academic year-to-date. Compare with [historical absence data](#) from national and local authorities.

To find out how to use and interpret this report, [watch our 24 April webinar on YouTube](#) (opens in new tab).

Absence band	Total number of pupils	Total percentage of pupils	
Absence from 0% to less than 5%	262	72.4%	
Absence from 5% to less than 10%	58	16.0%	
Absence from 10% to less than 15%	23	6.4%	Persistently absent
Absence from 15% to less than 20%	9	2.5%	Persistently absent
Absence from 20% to less than 25%	6	1.7%	Persistently absent
Absence from 25% to less than 30%	1	0.3%	Persistently absent
Absence from 30% to less than 35%	1	0.3%	Persistently absent
Absence from 35% to less than 40%	0	0.0%	Persistently absent
Absence from 40% to less than 45%	0	0.0%	Persistently absent
Absence from 45% to less than 50%	1	0.3%	Persistently absent
Absence greater than or equal to 50%	1	0.3%	Severely absent

Similar Schools Comparison Report – VYED (Latest full Autumn)



The Beacon Church of England Primary School - Similar schools comparison report

Monitor your school attendance

Autumn term 2025 to 2026 (September to mid-December)

Your school attendance improvement ladder

Your school attendance improvement ladder shows how your school can move beyond your baseline, drawing on your pre-pandemic attendance and the strongest-performing similar schools as useful reference points. It suggests a pathway towards pre-pandemic levels or higher. Each increase brings greater positive impact for your pupils.

Your school's 2018 to 2019 attendance (pre-pandemic)	96.6%
Your school's attendance baseline improvement expectation	96.2%
Your school's attendance in 2024 to 2025	96.1%
Similar schools upper quartile attendance 2024 to 2025	96%
Your school's current attendance	95.3%
Median attendance for all similar schools in 2024 to 2025	95.2%
National average (primary)	94.9%
Local authority average (primary)	94.5%

Persistent absence

Persistent absence
(7th of 21 schools)

14.1%

2.8%
less than

Median persistent absence
of similar schools

16.9%

Your persistent absence is 14.1% which is 2.8% lower than the median attendance of similar schools. **You rank 7th of 21 schools for persistent absence.** This means 14 similar schools have a higher rate of persistent absence than your school.

Headline figures compared to similar schools

This section shows overall attendance and persistent absence figures for your pupils in years 1 to 6 compared to 20 similar schools.

We calculate results based on data from the start of the 2025 to 2026 academic year up to **Monday 22 December 2025**.

Overall attendance

Overall attendance
(6th of 21 schools)

95.3%

1.1%
greater than

Median attendance
of similar schools

94.2%

Your overall attendance is 95.3% which is 1.1% higher than the median attendance of similar schools. **You rank 6th of 21 schools for attendance.** This means 15 schools have lower overall attendance than yours.

VYED Similar Schools Report Actions



School: The Beacon CE Primary

Date VYED Similar Schools Report Published: 20 January 2026

VYED Similar Schools Report Actions

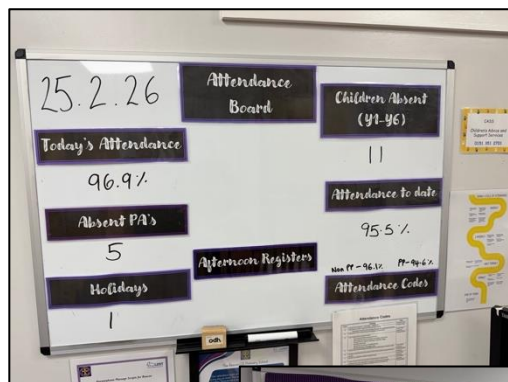
Your similar schools comparison

Areas of relative strength	Actions	Notes
Attendance on Tuesdays was 96%, higher than 18 out of 20 similar schools.	Share in celebration assembly with children and on newsletter with families	
Year 4 attendance was 97.1%, more than 18 out of 19 similar schools. You also had fewer persistently absent pupils in year 4 than 18 out of 19 similar schools.	Share in celebration assembly with children and on newsletter with families	Already Include latest class data (%) weekly on powerpoints in worship
Attendance on Monday mornings was 95.4%, higher than 17 out of 20 similar schools.	Music Monday trialled on Y5/6 gate to further encourage positive vibes on Monday am. Led by JD	Expansion – ordered another device and speaker (RL and JBI) for Y3/4 gate – led by KM. Monday attendance increased to 95.47% (up to 25.2.26)

Areas to focus on	Actions	Impact
Attendance of pupils with special educational needs (SEN) support was 93.1%, lower than at least a quarter of similar schools. If you increased it to 95.3%, overall attendance would increase by 0.5%. Your overall persistent absence percentage would drop by 0.8 percentage points.	SENCo remains on the main gate Further attendance meetings involving SENCo and teacher highlighting attendance. Attendance conversations with the children. Parent workshops on anxiety & attendance. Bespoke actions: Tutoring for 1 child Use of Robot to support child Soft landings/trusted adult for daily meet and greet Access to the Nurture Bases – timetabled	SEND Attendance increased to 93.91% (up to 25.2.26)
Year 6 attendance was 92.5%, lower than at least a quarter of similar schools. If you increased it to 95.5%, then your overall attendance <u>would</u> go up by 0.5% percentage points. Your overall persistent absence percentage would drop by 0.6 percentage points.	Weekly Year group Teacher Team Meetings to praise children who are improving. Timetabled sessions once a week for 15 minutes per class (Y1 – Y6) Messages to go home to those in this class who are improving weekly e.g. individualized well done texts.	Context: 1 Y6 child awaiting specialist SEND provision and moved into new local authority (out of area) but remains on roll. Impact: Y6 overall attendance increased to 92.86%. (1 class is 94.40% and 1 class is 91.31%)
Attendance on Fridays was 94%, lower than at least a quarter of similar schools. If you increased it to 94.7%, overall attendance would increase by 0.1%. Your overall persistent absence would stay the same.	Introduced Feel Good Friday and Silent Disco for Friday (highest attendance) – all children in on first Friday try Silent Disco Letter to all pupils around Marvellous March (incentive for focusing on March and improvements)	Friday attendance increased to 94.58%

Communication

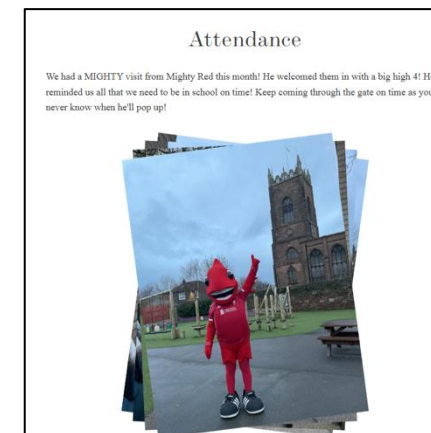
Keep information to staff teams and parents / carers frequent, personal and to the point



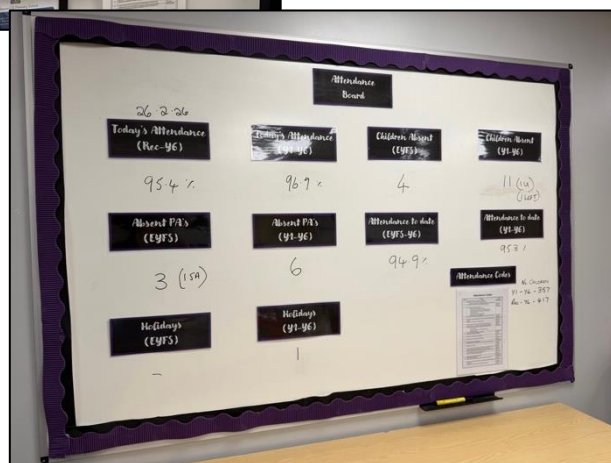
Office notice board



Internal main door at reception



Example newsletter



Staffroom notice board



Banner on pedestrian gate



Example text to parent

Communication



Only allow phone calls around attendance so we can chat to families and work out what we can do to support. Office open from 7.30am. (not 8am)



We don't allow attendance to be emailed into school e.g. at midnight or Dojo messages to individual teachers (to protect their work life balance) and also to keep oversight over the whole system so we can chat to families and support.



'People, not programs change people'

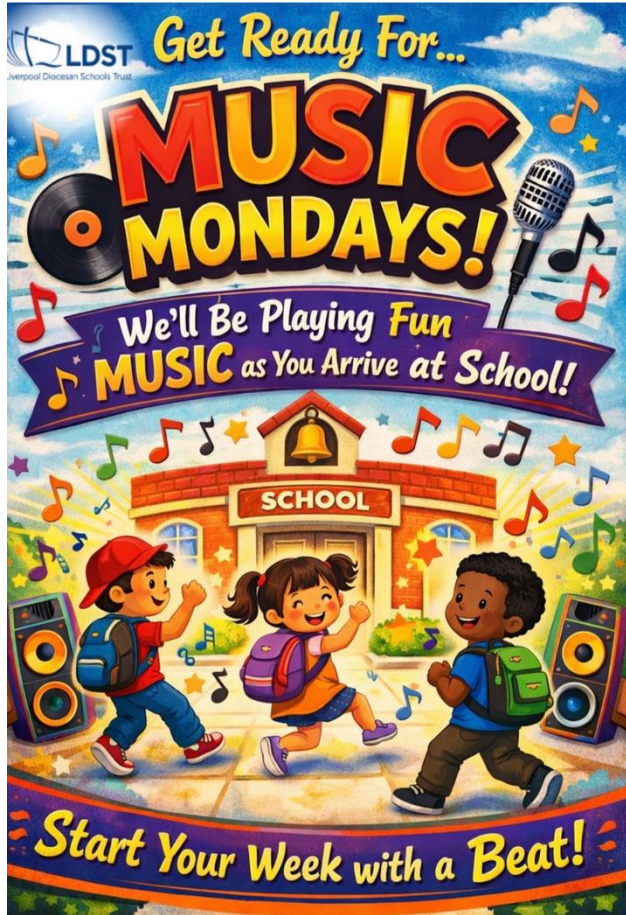
**Achieve
Together**
@LDST

**How do you share
your attendance /
VYED data?**

**What impact
did it have?**

**What actions
have you
taken?**

Mondays and Fridays



Silent Disco



Understanding and Removing Barriers



Relationships Policy

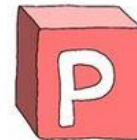
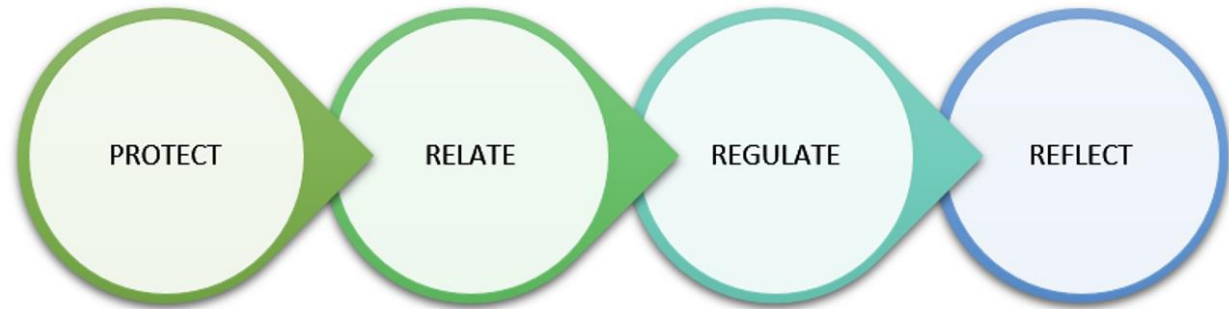
**Achieve
Together**
@LDST



LDST Relationships Policy

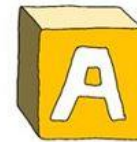
Date: March 2025

Learn, Love and Achieve, Together with Jesus



Playfulness

- Playfulness in interactions can diffuse conflict and promote connection
E.g. Maintaining a relaxed 'lightness' and can involve making a joke (though this has to be done carefully)



Acceptance

- Accepting needs and emotions that drive behaviour (not necessarily the behaviour) without judgement



Curiosity

- Being curious to where a behaviour has come from (in your head or out loud.)



Empathy

- Really connecting with how they are feeling and showing compassion



Kids' Press

Warm Welcome on Gates



Senior leaders welcome children into school on our gates every morning.



Relationships are positive from the first interaction

Consider how children arrive at school.

What interactions take place?

What are the 'safety cues' that are put in place at the beginning of the day?



Greet the child using their preferred **NAME**



Establish **EYE CONTACT** with the child, where it is comfortable for the child to do so



Offer the child some form of non-verbal, friendly, appropriate **HUMAN CONTACT**



CONNECT to the child on a personal level with a comment or question



Sentence Stems



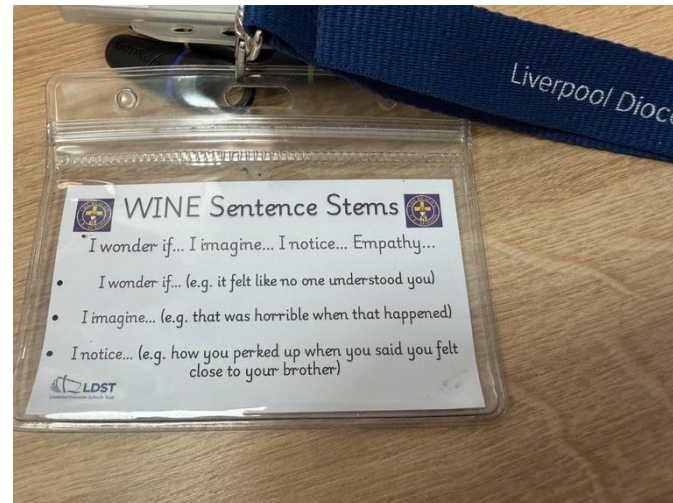
WINE Sentence Stems



I wonder if... I imagine... I notice... Empathy...

- I wonder if... (e.g. it felt like no one understood you)
- I imagine... (e.g. that was horrible when that happened)
- I notice... (e.g. how you perked up when you said you felt close to your brother)

- I felt moved when you said... (e.g. for years you thought you were to blame for the abuse. But now you realise you were not to blame and feel freed from a terrible burden)
- That sounds... (e.g. painful because you were all on your own) [Empathy]
- I respect you for... (e.g. your courage)
- Will you help me to understand...? (e.g. what it was like for you when your mum went into hospital?)



Staff and child interactions

PACE: Strategies to support children who have experienced trauma

The aim of PACE is to support adults with building safe, trusting and meaningful relationships with children and young people who have experienced trauma. The approach focuses on building trusting relationships, emotional connections, containment of emotions and a sense of security. PACE is a way of thinking, feeling, communicating and behaving that aims to make the child feel safe. It is done by communicating the four elements of PACE together flexibly, not as a step by step process. Using PACE helps adults to slow down their reactions, stay calm and tune into what the child is experiencing in the moment. It supports us to gain a better understanding of what the child is feeling. In tricky moments it allows us to stay emotionally regulated and guide the child through their heightened emotions, thoughts and behaviours. In turn, PACE helps children and young people to feel more connected to and understood by important adults in their life and ultimately, to slow down their own responses.

P A playful, warm and spontaneous way of interacting with the child to support them to feel safe with you and to promote trust. When children are connected with in this way, they are freer to open up, reflect, laugh, play and share their true feelings with you. Use a warm light tone of voice is key (storytelling voice).

A Acceptance communicates that that the child's inner life is safe with you; that you are interested in it and will not judge or evaluate it. Acceptance is at the core of the child's sense of safety. Accepting the child's intentions does not imply accepting behaviour, which may be hurtful or harmful to another person or to self. Through acceptance, it's hoped that the child learns that while the behaviour may be criticised and limited, this is not the same as criticising the child's self. The child then becomes more confident that conflict and discipline focuses on the behaviour, not the relationship with adults nor their self-worth.

C Curiosity is about seeking to understand why a child may feel the way they do and what is driving them to feel that way. The focus is on getting to the core of who the child is, including how they think, what they might be thinking, and what feelings might be going on for them beneath the behaviours that we see. Taking a curious and caring approach can be a valuable way to assist a child in navigating their experiences and emotions. By exploring their feelings together, you can help them make sense of their inner world. By asking questions and taking in the responses, you will develop a deeper understanding of the child.

E Being empathic means the adult actively showing the child that their inner life is important to the adult and that they want to support the child during their hard times. The adult is demonstrating that they know how difficult that experience is for the child. The adult is telling the child that they will not have to deal with the distress alone. The adult is also communicating strength, love and commitment, with confidence that sharing the child's distress will not be too much for them. Together they will get through it.

PLAY

ACCEPTANCE

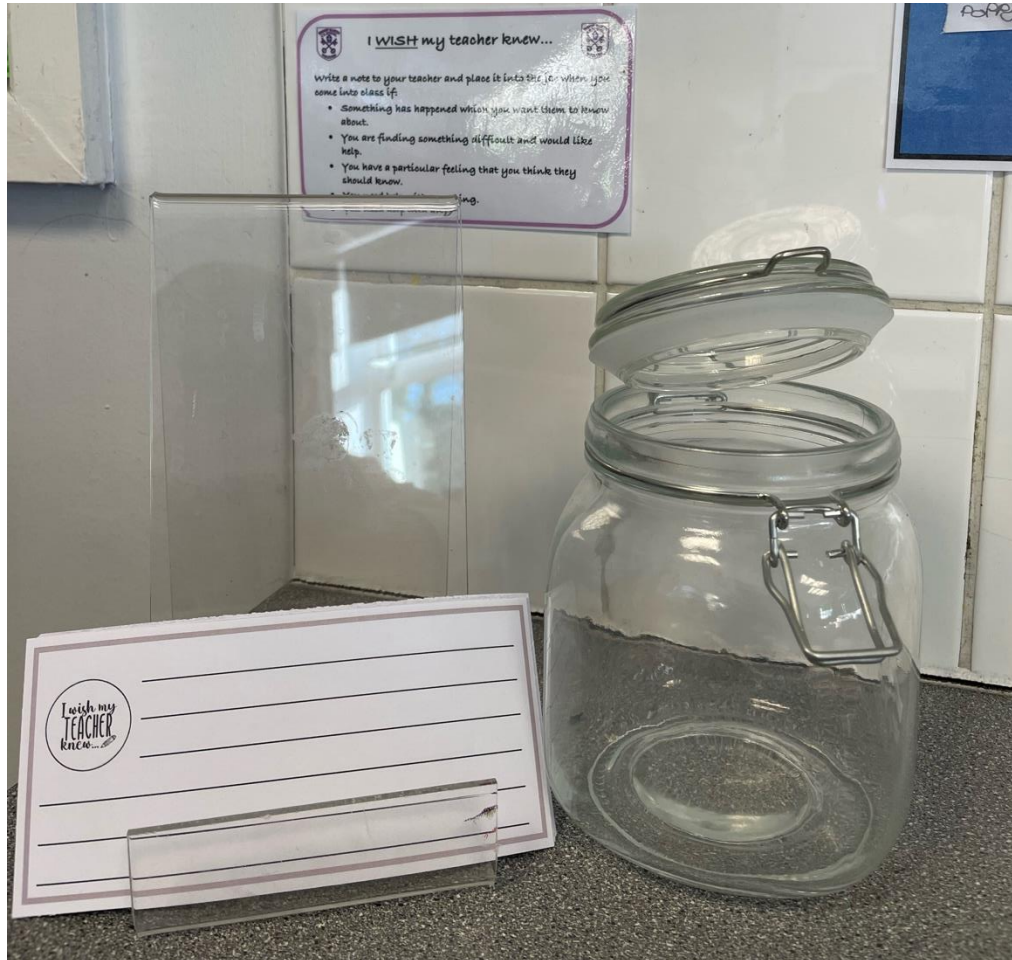
CURIOSITY

EMPATHY

LDST
Liverpool Diocese Schools Trust

- **Playfulness:** Using humour and playful interactions to reduce tension and create a positive atmosphere.
- Keep voice light and warm
- Use narration or storyteller voice
- Connect with pupil before correcting
- Keep conversation light-hearted
- This is not about being funny or playing but the key is helping children to be open especially around low-level behaviours

I wish my teacher knew...



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 **I WISH my teacher knew...**

Write a note to your teacher and place it into the jar when you come into class if:

- Something has happened which you want them to know about.
- You are finding something difficult and would like help.
- You have a particular feeling that you think they should know.
- You need help with anything.

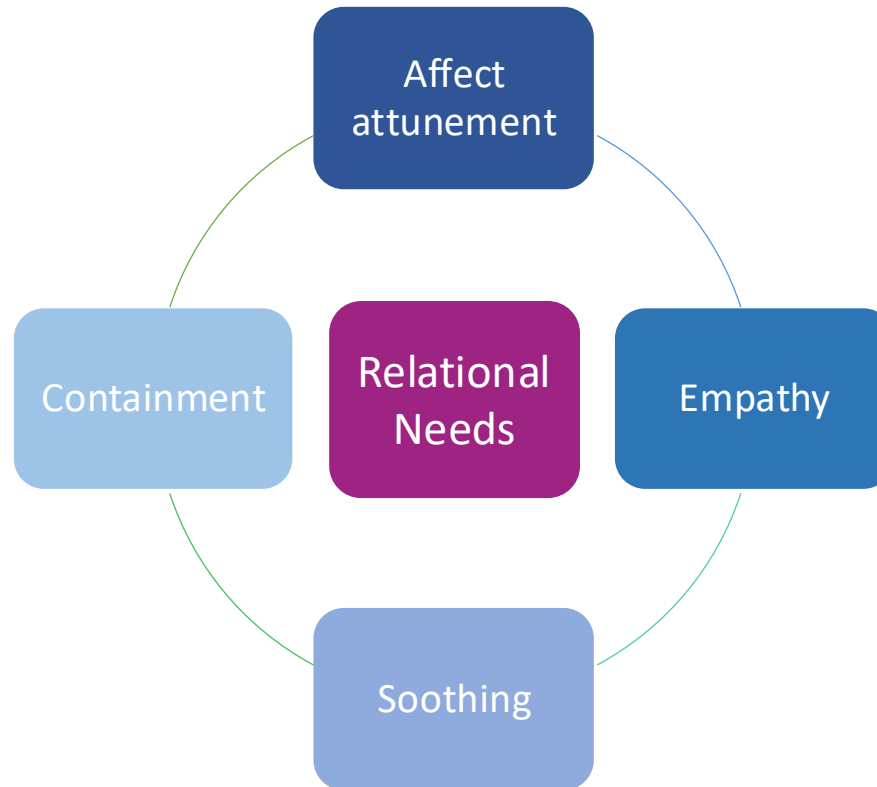
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<https://youtu.be/8Y9WPWLZmil>

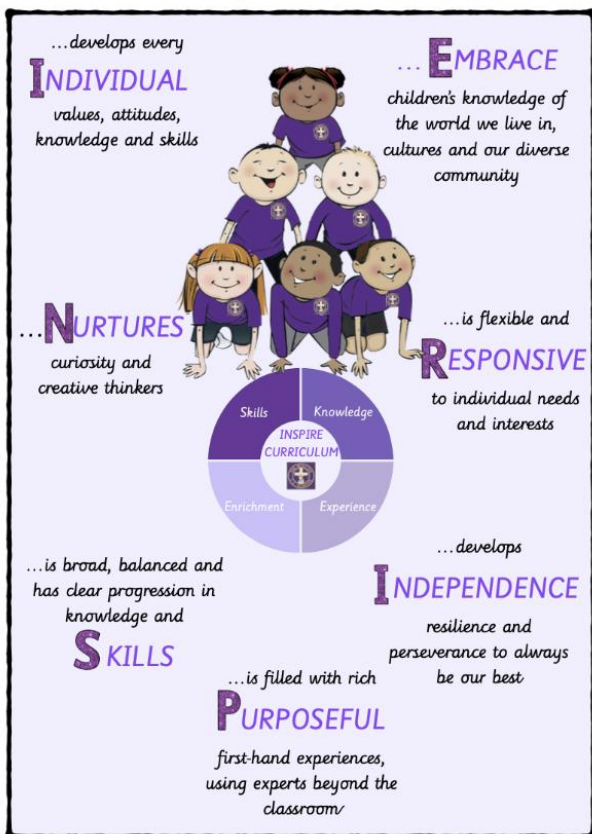
Emotionally available adult

Think carefully as a team who the adult is who is going to be the **emotionally available adult** for a child and have they got the protected time to support individuals.

Relational opportunities for vulnerable children with emotionally available adults at school to enable them to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking',



Strong Curriculum



Residentials Long Term Plan 2024-2026



Our INSPIRE Curriculum:

- develops the **I**NDIVIDUAL - values, attitudes, knowledge, skills and understanding
- **N**URTURES curiosity and creative thinkers
- is broad, balanced and has clear progression in **S**UBJECT **K**NOWLEDGE and **S**KILLS
- is filled with rich **P**URPOSEFUL first-hand experiences and uses expertise beyond the classroom
- develops **I**NDPENDENCE, resilience and perseverance to always be our best
- is flexible and **R**ESPONSIVE to individual needs and interests.
- **E**MBRACES children's knowledge and understanding of the developing world we live in, modern-cultural Britain and our own diverse community

Year 2024/25	Residential	Year 2025/26	Residential
Year 1	Barnstondale, Wirral	Year 1	Barnstondale, Wirral
Year 2	Hothersall Lodge, Lancashire	Year 2	Hothersall Lodge, Lancashire
Year 3	Cardiff, Wales	Year 3	Cardiff, Wales
Year 4	London, England	Year 4	London, England
Year 5	Crosby Hall	Year 5	York, North East England
Year 6	Edinburgh, Scotland Water Park, Lake District	Year 6	Edinburgh, Scotland Water Park, Lake District

Barriers for families

Parents / carers
getting up for
school

Individual
resilience

Mental health
challenges

Public transport

Weather

Financial pressures
and holidays
within term time

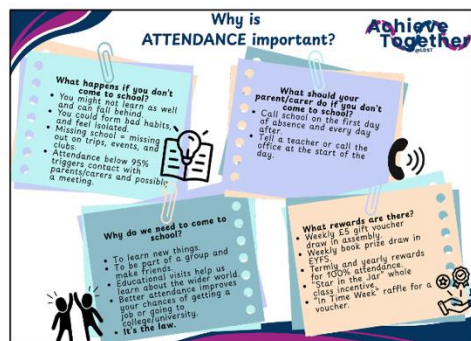


Families joining Beacon Community

Reception Class Meeting before joining

Attendance

- Attendance and punctuality
- Sickness – please call when you are able to on the morning of illness
- Holiday requests



Early Years Attendance and Punctuality Handbook

The Beacon CE Primary Attendance and Punctuality Handbook

At The Beacon CE Primary School, we want all children to attend school every day, so they have the best education possible. Even when children are very unwell, good attendance makes a **BIG** difference to their learning.

Ethos

At Bishop Martin CE Primary School, we believe in supporting all families to have good attendance. Children who attend Nursery and School regularly, arrive and are collected on time are able to make the most of all learning and development opportunities and feel more secure. Good attendance has a long-lasting impact on children's social development and intellectual attainment throughout school and later life. We believe that good attendance and punctuality are vital for the learning and well-being of the children in our school.

Aims

Positive relationships with children and families are key to achieving good attendance and we aim to:

- Work in strong partnership with families to ensure that every child attends every day and is punctual
- Provide a safe and secure routine when children arrive, throughout the day and again when children are collected
- Support all children and their families to establish good routines which will continue throughout their education

Children's attendance is monitored daily by our attendance team and this information is regularly reviewed by class teachers and our Senior Leadership Team. We understand that sometimes families may need extra support to maintain high levels of attendance and punctuality and it is essential that we have good communication between home and school to support this.

As part of the attendance policy, we ask families to:

- Provide **three** up-to-date contact numbers and inform school of any changes of address or contact details
- Notify the school if your child is going to be late that day
- Notify the school before 8.30am if your child will be absent that day and continue to keep in contact during the period they are absent from school
- Not to book any holidays during term time as these will be unauthorised
- To make medical and dentist appointments outside school time if possible

Staff will:

- Phone families from 9am if they have not been informed of why a child is absent from school
- Inform families if attendance is low initially by letter
- Speak to families informally if a child's pattern of attendance is low or if levels of punctuality are poor
- Support with strategies that will enable good attendance and punctuality to be maintained
- In the case of a concern about the welfare and safety of child whilst not in attendance at the setting the Child Protection policy will be followed
- If staff are unaware of why a child is absent, a Home Visit will be made by staff

If your circumstances change and you decide to move your child to another setting, please inform us as soon as possible so we can make arrangements for information to be shared with your child's new school as this will support a smooth transition for them.

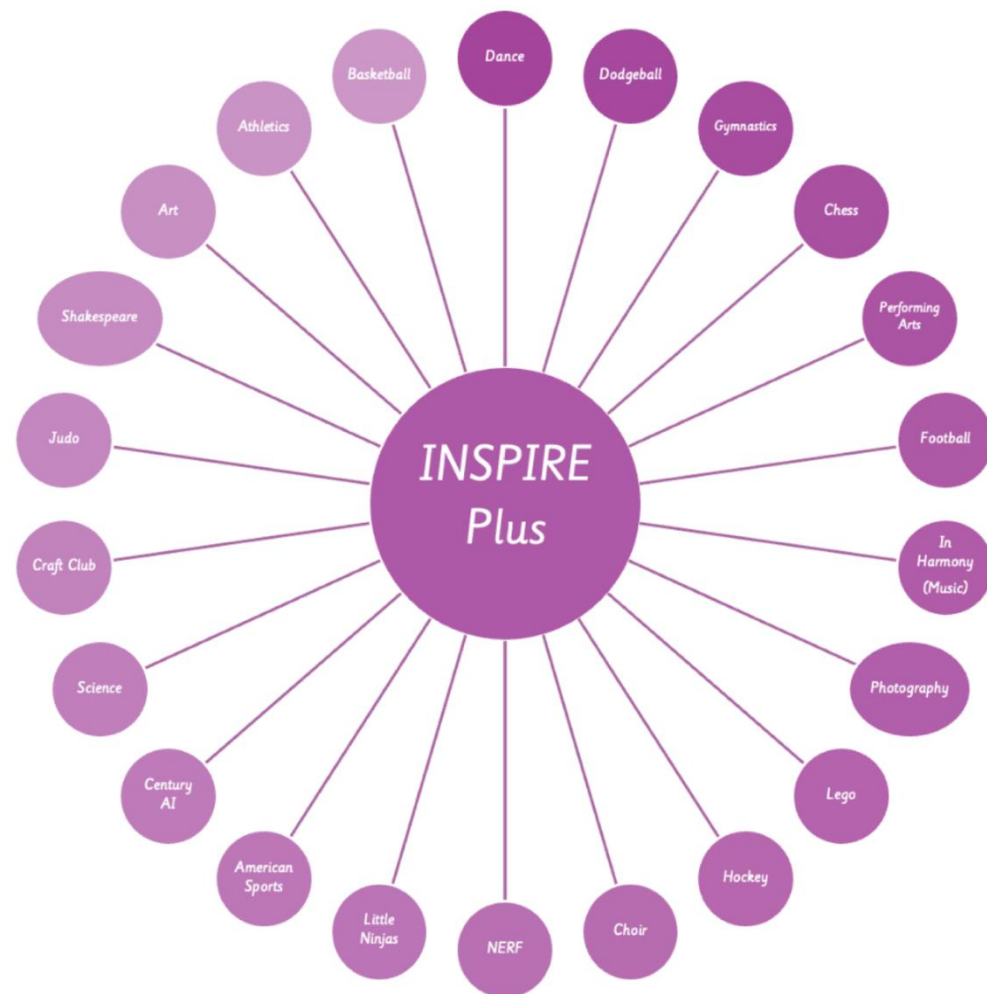
Below is an example of a note you will receive every half term to show your child's attendance.

Excellent Green – above 97%	Good Amber 94%-96.99%	Poor Red – below 93.99%
Your child's current attendance		%

Targeted Approaches



Bespoke Offer



After School Club ☆

Activity Overview Group View Pupil View

Activity Overview - After School Club
This page shows an overview of the after school club activity with basic statistics.

The Reload Overview button is at the bottom of this page. Use the link on the right to quickly jump to it. [Jump to Bottom](#)

Overall:		
No of Categories:	7 Categories	
No of Groups:	37 Groups	
No of Teachers:	6 Teachers (excluding duplicates)	
No of Pupils:	183 [M:104 F:79] Pupils (excluding duplicates)	

Top Groups:		
Name	Size	Gender
Craft Club Spring 2	30	M:8 F:22
Lego Autumn 2	30	M:13 F:17
Dance Spring 2	29	M:12 F:17
Judo Spring 2	29	M:21 F:8
B-Tales Autumn 1	25	M:6 F:19

Current Status:		
No of Groups:	11	
No of Teachers:	6 Teachers (excluding duplicates)	
No of Pupils:	118 [M:64 F:54] Pupils (excluding duplicates)	

How many clubs have you held for children this year?
(Ours is a 2-form entry primary school)
We have held 37 Clubs so far this academic year led by our staff and external providers on our site.

Consider your registers for after school club:
Are you tracking your children and who attends after school clubs who are PAs?
Which clubs are they attending or would they like to attend?

Bespoke Offer



Character Development



Mental Health & Wellbeing



Celebrating Diversity



Worship & Spirituality



Life Skills and Independence



Keeping Safe



Responsibility



Experiences and the
Wider Curriculum



Healthy Lifestyles



The Beacon Way



Character Development:

Our curriculum fosters the **development of pupils' characters**, which we define as a set of positive personal traits, dispositions, and virtues that inform pupils' **motivation** and guide their conduct so that they reflect wisely, **learn eagerly**, behave with **integrity**, and cooperate **consistently** well with others. These qualities equip pupils with the skills they need to flourish in society. Children develop essential life skills like **gratitude**, **compassion**, **empathy**, and **confidence**, promoting their spiritual, moral, social, and cultural growth. They learn to make informed decisions, consider right and wrong, and understand their roles in the community.



Worship and Spirituality:

Worship enhances pupils' **spiritual, moral, social, and cultural growth**. Daily worship and opportunities for reflection allow students to explore Christianity and other world religions, develop spirituality, and celebrate inspirational individuals.



Responsibility:

Pupils learn responsibility through **leadership roles**, classroom jobs, and involvement in school and community decision-making. These experiences foster independence, develop pupils understanding of **British Values** including democracy.



Mental Health and Wellbeing:

We teach the importance of **mental health**, offering strategies for well-being, setting goals, building **strong healthy relationships**, and using outdoor activities for mental clarity.

Mental health awareness is further supported by PSHE lessons and Children's Mental Health Week.



Life Skills and Independence:

We teach life skills that develop children's **confidence, resilience and independence**. This is through residential trips, swimming lessons, and cooking workshops, learning **independence** and practical skills like map reading, cooking, and **personal responsibility**.



Experiences and the Wider Curriculum:

We offer enriching experiences through residential trips, cultural visits, and partnerships with organisations like In Harmony Liverpool. Pupils have access to extracurricular activities, musical education, and orchestral training, **developing their talents and interests**.



Celebrating Diversity:

Diversity and equality are integral to our curriculum, with a focus on understanding the importance of **inclusion** and combating **inequality**.

This is reinforced through themes, such as Black History Month, and by promoting **diverse figures** and **protected characteristics** across the INSPIRE curriculum.



Keeping Safe:

Our curriculum prioritises **safety online and offline**, with reminders of trusted adults, internet safety lessons, and safeguarding practices. Pupils also participate in **leadership roles** to promote a safe school environment, including Guardians and Computing Champions.



Healthy Lifestyles:

We emphasise healthy living with nutritious school meals, the WOW walk-to-school challenge, and health education through PSHE, DT and partnerships, including the LFC MOVE program, focusing on **nutrition, mental health, and physical activity**.



The Beacon Way



Flexible Inclusive Spaces

- **Teams** into lessons with skilled nurturing adult support
- **Supporting pupils** to access lessons from a flexible inclusive space.



Flexible Inclusive Spaces



Nurture Breakfasts



Nurture Intervention Sessions



Small group maths in one of our Flexible Inclusive Spaces

Individualised Support Plans (ISPs)

My One Page Profile

Child Name:

Year: 6

Age:

Pupil
Photograph

What I like about me and what I'm good at

I am good at playing games on my PlayStation.

I like P.E.

I am a good friend.

Things I don't like and what I find difficult

I don't like R.E. or geography because they are hard and I need to read and write a lot.

What is important to me?

My mum and my family

I like playing games on my phone

How best to support me

Don't give me too much reading and writing as I find it hard.

I like it when teachers go through the questions with me and help me.

When teachers read the text to me and help me to understand it.

Individual Support Plan for NAME

Teacher:
Year Group:
Term:

Assess
→
Plan
→
Do
→
Review

Description of needs (What are the current concerns?)	Desired Outcomes What do we want to achieve by the end of the term? (SMART Target)	How this will be done (Strategies used to support)	Review and next steps

Reflecting on timetables



LZ4 Timetable

LZ4 Spring 2	Monday	Tuesday	Wednesday	Thursday	Friday
8.40 – 9.00am	Morning Regulation <i>Yoga balls, rockers, spinners</i>	Morning Regulation <i>Yoga balls, rockers, spinners</i>	Morning Regulation <i>Yoga balls, rockers, spinners</i>	Morning Regulation <i>Yoga balls, rockers, spinners</i>	Morning Regulation <i>Yoga balls, rockers, spinners</i>
9.00 – 9.50am	Maths	Maths	Maths	Maths	Maths
9.50 – 10.05am	Morning check in's	Morning check in's	Morning check in's	Morning check in's	Morning check in's
10.05-10.15am	Regulation Reset <i>Outdoor/sensory circuit</i>	Regulation Reset <i>Outdoor/sensory circuit</i>	Regulation Reset <i>Outdoor/sensory circuit</i>	Regulation Reset <i>Outdoor/sensory circuit</i>	Regulation Reset <i>Outdoor/sensory circuit</i>
10.15-10.30am	Morning Playtime	Morning Playtime	Morning Playtime	Morning Playtime	Morning Playtime
10.45 – 11.45am	English	English	English	English	English
11.45 – 12.30pm	SEMH Intervention <i>Lego therapy, social skills, mindfulness</i>	SEMH Intervention <i>Lego therapy, social skills, mindfulness</i>	SEMH Intervention <i>Lego therapy, social skills, mindfulness</i>	SEMH Intervention <i>Lego therapy, social skills, mindfulness</i>	SEMH Intervention <i>Lego therapy, social skills, mindfulness</i>
12.30 – 1.15pm	Lunchtime	Lunchtime	Lunchtime	Lunchtime	Lunchtime
1.15pm – 1.20pm	Registration and Sensory Circuit	Registration and Sensory Circuit	Registration and Sensory Circuit	Registration and Sensory Circuit	Registration and Sensory Circuit
1.20 – 2.10pm	Lesson 1	Lesson 1	Lesson 1	Lesson 1	Lesson 1
2.10 – 2.20pm	Regulation Reset <i>Outdoor/sensory circuit</i>	Regulation Reset <i>Outdoor/sensory circuit</i>	Regulation Reset <i>Outdoor/sensory circuit</i>	Regulation Reset <i>Outdoor/sensory circuit</i>	Regulation Reset <i>Outdoor/sensory circuit</i>
2.20 – 3.20pm	Lesson 2	Lesson 2	Lesson 2	Lesson 2	Lesson 2
3.10 – 3.20pm	Home time check ins	Home time check ins	Home time check ins	Home time check ins	Home time check ins
3.20pm	Home time	Home time	Home time	Home time	Home time

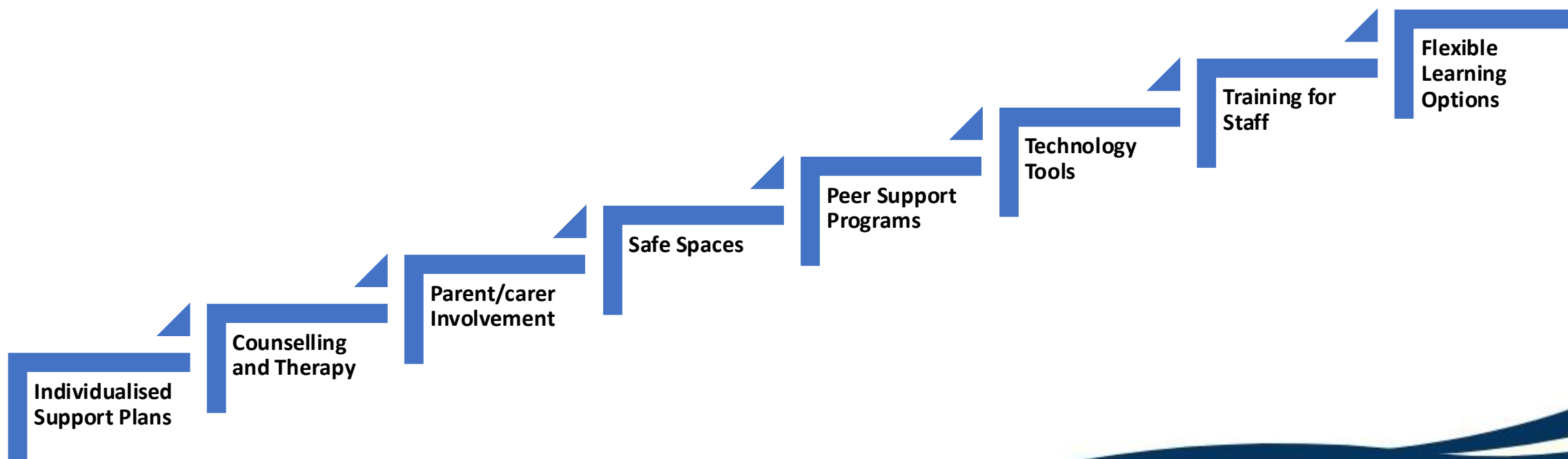


KS1 Nurture Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
8.40 – 9.00	Check in	Check in	Check in	Check in	Check in
9.00 – 10.00	Maths Choose time	Maths Choose time	Maths Choose time	Maths Choose time	Maths Choose time
10.00 – 10.15	Playtime				
10.15 – 10.30	Happy Minds	Collective worship	Collective worship	Collective worship	Celebration Assembly
10.30 – 10.45	Class Novel	Class Novel	Class Novel	Class Novel	Class Novel
10.45 – 11.15	Phonics Choose time	Phonics Choose time	Phonics Choose time	Phonics Choose time	Phonics Choose time
11.15 – 12.00	English	English	English	English	English
12.00 – 12.15 Playtime 12.15 – 12.30 - Hall 12.30 – 12.50 Choose 12.50 – 1.10 Mindfulness					
1.10	Handwriting	Handwriting	Handwriting	Handwriting	Handwriting
	Art	Equals	Science	Computing	PSHE
	Choose	Choose	Choose	Choose	Choose

Supporting attendance with a focus on Social Emotional And Mental Health needs

Supporting pupils with Social Emotional Mental Health (SEMH) requires a combination of strategies and tools to address their unique needs. Here are some effective tools and approaches:



Individualised Plan

School/



Home and family



Friendships



What is going well?



Leisure and hobbies

Something else...



My Plan

Together let's think of ways to move forward

Small steps I can take



Goals and hopes
Where would I like to be?



What can help me?



Who can help me? Who can I talk to if I am worried?



School/



Home and family



Friendships



What is worrying me?



Leisure and hobbies

Something else...



Be Intentional – Inclusive Environments

Neutral
Colours

Flexible
Furniture

Soft Light

Warmth

Comfort

Belonging

Organisation

Noise



Targeted Parent / Carer Support

Tips for families: How to help children with routines for school

Achieve Together
@LDST

Sleep

Planning

Planning

What will your plan be to start the new half term?

Tips for families: Planning for the new half term

Achieve Together
@LDST

Allow for plenty of time

Calm

Slow, low

Complete any homework or learning tasks ready to give in.

Get back to having a bedtime routine a few days before.

Did you know... primary school age pupils should get 9 to 11 hours sleep a night.

Sleep is really vital for our children. Here you will find a checklist of steps that may help your child with their sleep.

Make sleep a priority. Using screens close to bedtime suppress the production of melatonin which helps us sleep. This makes it harder to fall asleep.

Tips for families: The Importance of Sleep

Achieve Together
@LDST

Why not try 'Slow, Low, Low' when getting ready for school in the morning?

Slow down when you are talking so that children can listen and understand. Give any instructions in simple steps and repeat if needed.

Tips for families: Slow, Low, Low

Achieve Together
@LDST

Speak in a low volume to help children stay regulated and calm. When we lower our voice, we actually relax our throat and jaw muscles making us seem more relaxed overall.

Keep your tone low and your voice calm (even if you don't feel it). Keep conversations light and up beat, focusing on the positives.

When we talk to children, we say a lot without even speaking. Our face, tone and actions can communicate thoughts and feelings. Try 'Slow, Low, Low' and see if it helps with your conversations at home.

Attendance Meeting Time for Teachers and Attendance Meeting Time for Children (15 min)



The Beacon CE Primary

Attendance Meeting Agenda

Date / Time (15 minutes)
Choose 3 children for your attendance meeting session (hold individual 3 x 5 minute conversations)
Please focus on near PAs and PAs 90 – 95% and 85 – 90%
Show the child their individual attendance record.
Celebrate the positives.
Focus on next steps with the child and share how many sessions they need to attend to reach their target.
Record any actions on CPOMs and tag in the Attendance Team e.g. Reward Card, Roles in School etc

LDST
Liverpool Diocesan Schools Trust

**ATTENDANCE
REWARD CHART**
— SHOW UP. STAY FOCUSED. SUCCEED. —

4-WEEK ATTENDANCE TRACKER

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Weekly Target ✓
Week 1	☐	☐	☐	☐	☐	☐
Week 2	☐	☐	☐	☐	☐	☐
Week 3	☐	☐	☐	☐	☐	☐
Week 4	☐	☐	☐	☐	☐	☐

REWARD GOALS

- ★ 5 DAYS IN A WEEK = SMALL REWARD
- ★ 4 FULL WEEKS (100%) = BIG REWARD
- ★ IMPROVED ATTENDANCE = RECOGNITION CERTIFICATE

MOTIVATION

Attendance Percentage Goal: _____ My Reward Goal: _____

Teacher Signature: _____ Parent/Carer Signature: _____

MAKE ATTENDANCE COUNT!



Attendance Team Meeting

Date and Time:

Attendance Team Members Present (Roles):

Year Group / Class
Please ensure you can access up to attendance data on your laptop.
Current Data
What is your Class PA % (90% and below), number of PAs
PAs (or near PAs < 95%) – are they in school today? If not state initials and discuss why not
What can we celebrate ? Anyone you can send a text / email / phone call to / who you pleased with
Concerns? Do we need a case study?
AOB – consider pupil voice, SEND %, Disadvantaged %, punctuality
Actions from meeting (with initials of person who needs to deliver the action)
Next meeting date and time



Universal and targeted offer

Welcome to The Beacon Primary School



Here is how we manage our emotions

Pupil Attendance Ambassadors

- **Update attendance displays** on class doors with daily attendance figure
- **Announce attendance data weekly** during worship – update school display in hall
- **Gathered pupil voice** to collate ideas for attendance initiatives – actioned as part of 'Feel Good Friday'
- **Hand out stars** for 'Star in the Jar' initiative
- Promoted 'In Time' Dojo day by **announcing to classes** when the next one would – usually the day before to build excitement
- Shared ideas for focus initiatives such as '15 days of Christmas' and '9 days of Easter'



Working with Partners



Parent / Carer Nurturing Programme / LFC Foundation

Achieve
Together
@LDST



This term we are excited to be taking part in The Nurturing Programme at school to support our families to have a calmer and happier life.

We have been given the opportunity to deliver a 10-week Programme at The Beacon for our Reception parents and carers.

The programme will look at different topics including children's behaviour, different approaches to discipline and the importance of looking after ourselves.

There are ten 2 hour sessions with a tea and coffee break and they will take place every Thursday in the school hall from 9:15am - 11:15am with a break for Easter.

The sessions will be delivered by Early Years Class Teacher Lorna Williams and Family Link Worker Joanne Evans who are both Nurturing Programme trained practitioners. Thank you to all of our families who joined our first session before half term, we are looking forward to working with you!



Mighty Red Visit
LFC Move
Resilience Workshop
Rewards
Food parcels



<https://www.liverpoolfc.com/foundation>

Review

Achieve
Together
@LDST



Make sure you review!



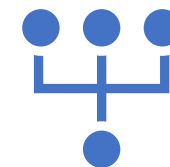
Self Evaluation Summary
using new Ofsted Toolkit



**Review SIP for attendance
and punctuality – report on
data.**



How to keep things moving
forward at a pace ?



How do you build a bigger
team with more capacity
around this over time?

Next Steps for Beacon

1

Continue to develop **flexible inclusive provision spaces...** to meet the needs of individuals.

2

Embrace new format of **breakfast club with DfE** breakfast club initiative (agreed to do from September 2026).

3

Continue to reflect on **'Nurture Breakfast'** and soft landings.

4

Build more **capacity within the Attendance Team** e.g. involve AHTs with expertise in other areas.

5

Continue to work on **induction of new staff** and pupils – how can we do this as efficiently as possible?

6

Continue to prioritise **CPD for wider staff team** – from DfE, Attendance and Behaviour Hub.