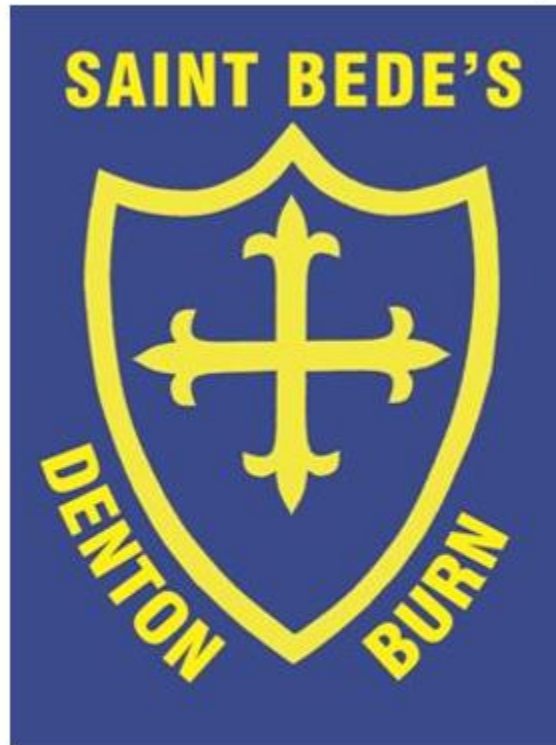


St Bede's Catholic Primary School



*As one
we learn together,
play together,
pray together,
as one*

SEN Information Report

St Bede's Primary School

Special Educational Needs Information Report

2025 - 2026

Introduction

St Bede's Catholic Primary School is a fully inclusive school. We value the diversity and uniqueness of every one of our pupils and support them to achieve their full potential personally, socially, emotionally and academically. Our mission statement is the foundation for all we do in school: 'As one' signifies that regardless of gender, ethnicity, social background, religion, physical ability or educational needs, we belong to one community where everyone is respected, nurtured and encouraged. We work in partnership with families and professionals to make sure that every child feels safe, included and able to flourish.

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

The information here is general; each child is an individual and will receive unique provision and resources where necessary. If you would like further information or a chat, please contact our SENDCO (Special Educational Needs and Disabilities Coordinator) and Deputy Headteacher, Laura Watanabe by email office@stbcps.co.uk or by telephone on 0191 2743430.

What is SEND?

Special Educational Needs and Disabilities (often called 'SEN' or 'SEND') is a legal term for children and young people who will need extra support during their education. It is set out in the government's 2014 'Special educational needs and disability code of practice: 0 to 25 years'. We often call this document 'the SEN Code of Practice'. It says:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'

A Disability is when someone has 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

There are many different kinds of SEN and Disability. The SEN Code lists some examples of SEND you may have heard of. They are in four main groups:

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

There are a number of reasons why a child may be identified as having SEN:


- They are having significant difficulty with their learning and making far less progress than would be expected.
- They have a specific learning difficulty.
- They have emotional or mental health difficulties.
- They have difficulties with social communication and interaction.
- They have a sensory and / or physical need, for example a hearing impairment.

For ALL children at St Bede's Catholic Primary School who have an additional need we:

- Deliver high quality teaching, adapting the curriculum and our resources to ensure children can access learning.
- The SENCo works closely with the Headteacher to lead on SEN provision across the school.
- Operate a graduated response based on need – assess, plan, do, review.
- Seek advice from and work in partnership with outside agencies to ensure each child's needs are fully identified and understood.
- Evaluate intervention groups and strategies on a termly basis (and informally on a more frequent basis).
- Lessons are as inclusive as possible, with adjustments made depending on need.
- Teaching resources are routinely evaluated to ensure they are accessible to all pupils.
- New resources are purchased under the direction of outside agencies as well as the emerging needs of the pupils.
- All staff have completed and continue to receive on-going training in relation to meeting the pupils' needs.
- Support staff are placed where they are needed throughout the school, to ensure pupil progress, while at the same time promoting independence.
- Provide pastoral care for all children with a focus on social and emotional development.
- Support our families with children with SEND, formally through termly review meetings and informally through an 'open door' approach.
- Do not tolerate the bullying of any pupil and introduce measures to support all involved.
- Ensure our school activities and trips are accessible to all our SEN children.
- When a child is in care and SEN, Mrs Young and Mrs Watanabe work together closely with all involved professionals to ensure information and support is consistent and effective.
- Liaise closely with our secondary schools during transition times to ensure SEN pupil information is clearly communicated and recommendations heard so that the move to secondary school is as smooth as possible.
- Support is offered to families and they are signposted to services and organisations which may offer appropriate support and advice via the Newcastle Local Offer.

Specific provision is also provided for the different areas of need:

Type of SEN	Support provided in school
<p>Communication and Interaction Autism Spectrum Disorders (ASD) Speech, Language and Communication Needs, including Developmental Language Disorder (DLD)</p> 	<ul style="list-style-type: none"> • We use visual timetables to support children to understand what will happen and when. • We use First and Then boards to support transitions, task completion and activity choices. • We use dual coding wherever possible to support understanding with verbal instructions plus objects of reference, Makaton or visual symbols. • We provide areas with reduced distractions and low stimulus. • We offer additional support during break and lunchtime where appropriate. We run 20/20/20 daily – 20 minutes in the dining hall, 20 minutes to play outdoors and 20 minutes to access a quieter activity indoors. • We use Precision Teaching to support children who require additional Phonics input beyond daily small group intervention. • We carry out Phonics intervention sessions daily for pupils who are working significantly below age related expectations. • We use Speech and Language Link to assess every child so that targeted intervention can be given to children who require additional support • Resources provided by NHS Speech & Language for individual pupils are adapted by class teachers and incorporated into individual SEND plans. • Sensory circuit stations are available around school for pupils who require additional movement breaks and are encouraged for pupils who need more self-regulation opportunities. • We use social stories to help children learn how to approach different social situations. • We have a variety of sensory resources available to use, depending on a child's sensory difficulties. • Time is spent with children helping them to identify situations that cause anxiety and finding ways to relieve that anxiety.

	<ul style="list-style-type: none"> • We access the expertise and advice of the local authority Speech, Language and Social Communication Team as well as the SEND Outreach Service Communication and Interaction Team.
<p>Cognition and Learning Needs Moderate Learning Difficulties (MLD) Specific Learning Difficulties (SpLD)</p> 	<ul style="list-style-type: none"> • We provide small group support with a focus on literacy or numeracy skills, depending on need. • We use intervention programmes to improve literacy and numeracy skills, e.g. Reading Plus and Dream Box Maths. • We use Precision Teaching to support children who require additional Phonics input beyond daily small group intervention. • We carry out Phonics and Maths intervention sessions daily for pupils who are working significantly below age related expectations. • We provide resources to support children with specific needs – e.g. coloured overlays, Scanning Pens, etc. • Use of the Newcastle Descriptors of Need to assess and plan for pupils with SEND in the classroom. • Alternative approaches to recording promoted (awareness of cognitive overload). • Use of Maths Mastery approach so that all learners can access mathematics and then learning is deepened. • Use of pre and post teaching to consolidate learning. • We assess pupils regularly and report progress to parents and staff.
<p>Social, Emotional and Mental Health Needs Attention Deficit Hyperactivity Disorder (ADHD) Mental Health Condition Social Difficulties Emotional Difficulties</p>	<ul style="list-style-type: none"> • We provide excellent pastoral care for our children. • We create behaviour management plans where necessary, to ensure children can access the curriculum and all children remain safe. • We complete risk assessments and then take action to ensure the safety and inclusion of all children, whenever possible, in all activities. • We provide one-to-one nurture sessions for vulnerable children using the Thrive approach. • We offer daily ‘Check-Ins’ for children who require additional support with their emotional regulation.



- We put in place short term support for children with a specific emotional need, for example, bereavement.
- We employ a counsellor from The Road Centre to work with identified children.
- We seek the expert advice and support of outside agencies, including the Local Authority SEMH Team and the Children and Young People's Service (CYPS).
- We employ an Educational Psychologist to work with identified children.
- We employ a Parental Support Advisor to support pupils and families.
- We use the Thrive approach.
- Zones of Regulation are used in school to offer support for anxiety/ wellbeing.
- We have a Thrive Room, 2 designated nurture rooms, an outdoor nurture space and a sensory room.
- Sensory Circuits are used to allow individual pupils to self-regulate.
- We run additional small group Forest School sessions for children who require high levels of emotional support.

Sensory and/ or Physical Needs

Hearing Impairment

Visual Impairment

Physical Difficulties

Multi-Sensory Impairment

Medical Needs



- We provide support and practical aids where appropriate to ensure pupils can access the curriculum.
- We seek advice and guidance from school health for pupils with significant medical needs.
- We run intervention sessions to improve pupil's skills, e.g. gross and fine motor skills.
- We request and act upon advice and guidance from Newcastle Children's Vision Team and Hearing Impairment Team.
- When it is appropriate we use ICT to enhance pupil's access to the curriculum.
- Write from the Start programme used to develop hand muscles which aid writing and movement for specific pupils.

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| | <ul style="list-style-type: none">• When required staff receive training in understanding the impact of a physical or sensory need on the teaching and learning of the child.• Our school has a disabled toilet.• We work closely with Occupational Therapy Service to deliver and monitor therapeutic programmes• We provide support with personal and intimate care if and when needed- identified in personal care plans.• Physical aids or resources where necessary or where advised by specialists e.g. pencil grips, spring scissors, Thera-putty, table aids.• Our staff understand and apply the Medicine Policy. |
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If you have any concerns about your child's learning or well-being please contact school. We will be happy to discuss any concerns and work with you as we all seek to support your child in our school.

Telephone us on 0191 2743430, or contact us by email on office@stbcps.co.uk

ADDITIONAL INFORMATION

Newcastle's Local Offer

Newcastle City Council has a 'Local Offer' of information and guidance for people with SEND or disabilities, their families and those who support them. This describes and has links to what is available in Newcastle and other nearby local authorities. You can find out more about the Local Offer at:

<https://www.newcastlesupportdirectory.org.uk/kb5/newcastle/fsd/localoffer.page?localofferchannel=0>

Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service

Parents can also contact their local Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) for impartial information, advice and support in relation to their pupil's SEN and/or disability.

The SENDIASS officer is Judith Lane. She can be contacted on 0191 2116255 or by email:

SENDIASSadmin@newcastle.gov.uk

Children and Families Act 2014

<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

SEND Code of Practice

<http://www.gov.uk/government/consultations/special-educational-needs-sen-code-ofpractice-and-regulations>