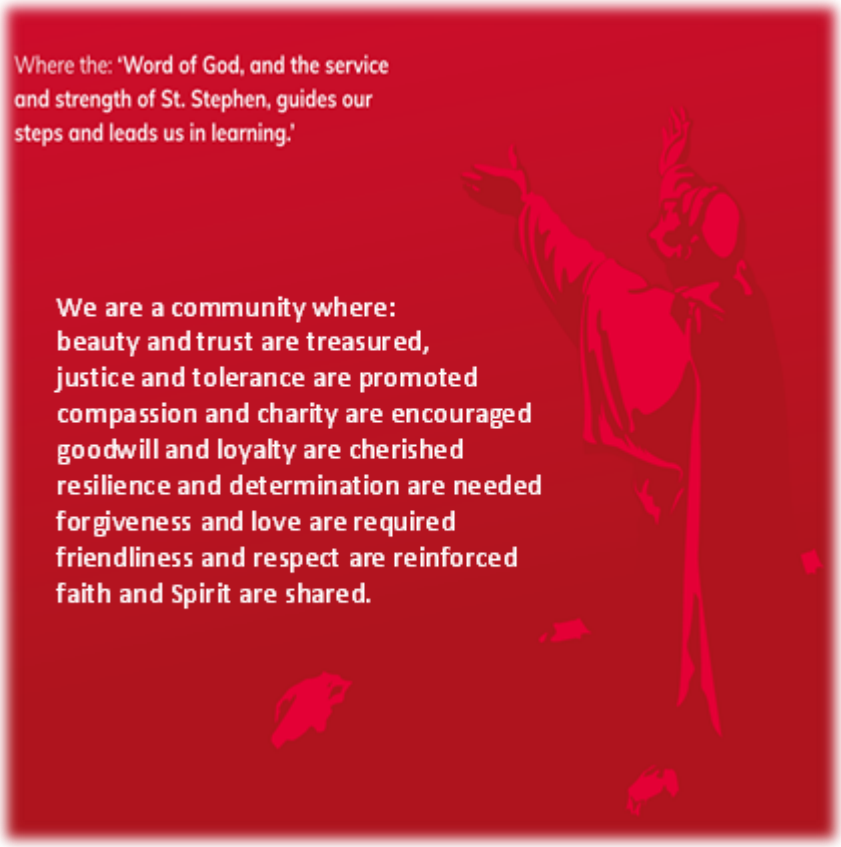
St Stephen's Catholic Primary School

SEND information Report

Date: September 2025



SEND Local Offer – Our Commitment:

We cater for the broad areas of SEND – as identified by the SEN Code of Practice (2020).
These are:

- Cognition and learning
- Communication and language
- Social, emotional and mental health
- Sensory, physical and medical needs

SENCOs for the school:

Mrs Denton (SENCO) and Mrs Long (Deputy Head teacher) are the assigned SENCos for St. Stephen's.
Miss Kinnear is a trainee SENCO.

Contact details:
St. Stephen's Catholic Primary School,
Goathland Avenue,
Longbenton,
NE12 8FA
office@ststephensrc.org.uk 0191 6250900

Admissions:

Information regarding our admissions policy can be found here:
https://www.ststephensprimaryschool.co.uk/school-admissions/

What is SEND?

A pupil has SEND where their learning difficulty or disability calls for special educational provision to be made, beyond that normally available to children of the same age.
Section 6.15 of the Code of Practice gives more detail. SEND Code of Practice

Identification of needs:

General assessment in Early Years takes place as soon as pupils are admitted via the Reception Baseline. Other assessments may take place in other areas to identify pupils' speech, language and communication needs or physical needs.
General assessment in Years 1 - 6 takes place termly via the school's agreed assessment cycle – this is usually in the core areas of reading, writing and mathematics.
If the school feel that further assessment or advice regarding a child's needs is required, there are a range of professionals to whom a referral can be made e.g. Educational Psychology, CAMHS etc.

Further information can be found on our SEND policy:
https://www.ststephensprimaryschool.co.uk/policies/

Classroom support:

There may be occasions where your child receives additional support in the classroom – this does not mean they have SEND.
When children receive consistent additional support in the classroom from either a teacher and/or teaching assistant, and significant differentiated support, then they may beginning to demonstrate signs of SEND – your child's class teacher will liaise with you to discuss this, if this is the case.

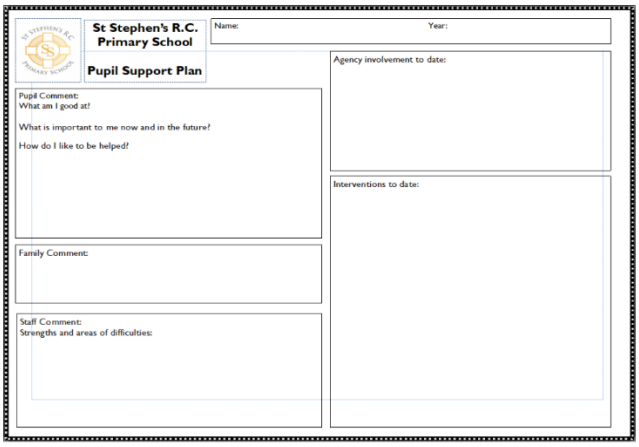
Once needs have been identified:

Parents will be consulted and a discussion with the class teacher and/or SENCO will take place.
A pupil support plan (PSP) will be formulated with agreed targets and individual support identified.
Where necessary, external liaison with the wider multidisciplinary team will take place to ensure a thorough and holistic assessment of your child's needs.

Arrangements for consultation:

It is vital that pupils, parents and teachers have a voice and that they are consulted about their child's education. Feedback consultation will often take place throughout the academic year.
Pupils are consulted every time their PSP is updated (biannually). Their feedback is important and it is important that their voice is taken into consideration, when planning SEN provision.
The school recognise the importance of working with families to provide the best and most appropriate education for their child. The SENCOs are always available to make an appointment with, if families feel that they would like further opportunities to discuss their child's needs.

Pupil support plans – support and inclusion


St Stephen's R.C. Primary School

Pupil Support Plan

Name: Year:

Agency involvement to date:

Pupil Comment:
What am I good at?

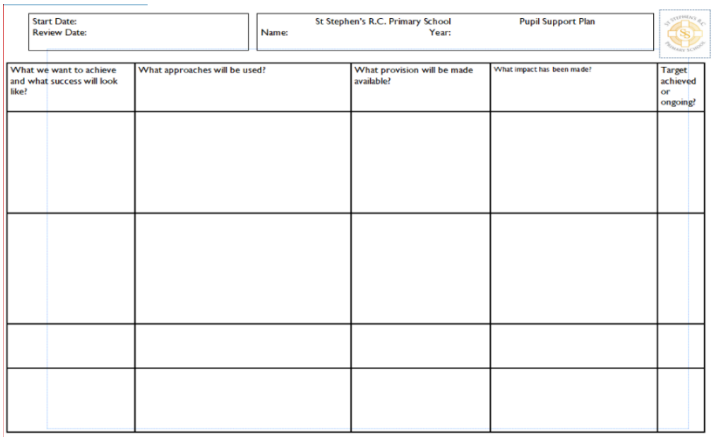
What is important to me now and in the future?

How do I like to be helped?

Interventions to date:

Family Comment:

Staff Comment:
Strengths and areas of difficulties:



Start Date:
Review Date:

St Stephen's R.C. Primary School Pupil Support Plan
Name: Year:

What we want to achieve and what success will look like?	What approaches will be used?	What provision will be made available?	What impact has been made?	Target achieved or ongoing?

Following teacher assessment, a Pupil Support Plan may be developed to document the SMART targets that the pupil is working on. The target will be documented alongside the classroom approaches being used and the provision available. This will then be reviewed in the autumn and summer terms, with the impact being recorded. Parents are invited to contribute their views to the PSPs during each cycle of assessment.

Arrangements for assessment and progress analysis:

Assessment takes place in a several ways:
- Informal observation
- Formal observation
- External agency involvement
- Access to standardised testing
- Where possible, pre/post-intervention testing

Our approach to inclusion in the classroom:

Quality-first teaching is the primary method that we use to deliver the education of those with SEND. Evidence tells us that high-quality teaching and learning is the best way to support the learning of SEND pupils. Where necessary, pupils may receive differentiated tasks to enable them to access the curriculum at a level that is suited to their ability. Quality-first teaching is progressive and caters for children's needs in the classroom setting.

Inclusion strategies in the classroom:

Teachers are professionals who have access to a wide toolkit of resources to support pupils and those with SEND. Teachers use a variety of inclusion strategies in the classroom to support pupils' access to the curriculum and, where necessary, the curriculum is adapted to ensure it is accessible for those with SEND.

Inclusion for cognition and learning difficulties:

- Visuals
- Communicate in Print via Widgit Online

- Dictation applications
- Simplified texts
- Cloze procedure
- Writing scaffolds and word banks
- Paired work
- Translation applications
- Pre/post-teaching of vocabulary
- Access to iPads
- Dyslexia Team support for dyslexic traits and dyscalculic traits
- Pre/post-teach sessions
- Boosting Reading Potential
- Early literacy intervention
- Early mathematics intervention
- Inference intervention
- Mathematics reasoning support
- First Class at Numbers

Inclusion for speech, language and communication needs:

- Staff being involved in pupils' play in Early Years – facilitating language development, sentence construction and intelligibility
- Use of Colourful Semantics to promote sentence length
- Consistent approach to phonics to develop pupils' phonological awareness
- Communicate in Print resources
- Staff trained in Makaton

Intervention for speech, language and communication needs:

- Wellcomm– speech and language intervention
- Colourful Semantics
- Black Sheep Narrative Programme
- Specific time devoted to SALT NHS targets
- Language For Thinking
- Word Aware
- Time to Talk
- Socially Speaking
- Talkabout/Talkabout for Children/Talkabout for Teenagers

Inclusion for social, emotional and mental health needs:

- Break out spaces to work on SEMH/Thrive targets – The Nest
- Pastoral Support Plans to support positive behaviour and emotional regulation
- A rigorous approach to relationships and health education
- Outreach support from Connect Mental Health Service in school

- Play facilitators at lunchtime and playtime, helping to promote positive interactions between pupils
- Commando Joe's teamwork and leadership building activities
- Breakfast club
- Independent workstations
- Now and Next boards and visual timetables
- Specialist trained 'Thrive Practitioner' in school
- Access to a BACP trained school counsellor one day per week
- Socially speaking
- Co-constructed play situations
- Lego play
- Peripatetic music lessons
- Talkabout/Talkabout for Children/Talkabout for Teenagers
- Liaison with external professionals e.g. CAMHS/Educational Psychology Service
- Staff have received specialist training in SEMH conditions

Inclusion for sensory, physical and medical needs:

- An accessible site – all on one level
- Purpose-built school – designed and built for the modern day (2014)
- Access to a first aid room
- High-quality facilities and ease of access to toilets and outdoor provision
- Challenging play-equipment to develop pupils' proprioception and gross/fine motor skills
- Supportive staff who are well-versed in providing for those with sensory difficulties
- Access to the Sensory Team for those with visual impairment/hearing impairment
- A sensory room
- Handwriting programmes
- Close liaison with Occupational Therapy
- Headphone/noise reduction strategies

Measures to prevent bullying:

- Play facilitators (staff) support playtimes and lunchtimes – the aim is promote and model effective social, emotional and behavioural skills
- Social inclusion interventions and a rigorous Relationships and Health Education (RHE) strategy ensure pupils access weekly support
- Developing SEND literacy in pupils through acceptance, sensitive and supportive whole-class education

Parents' Evenings:

- In addition to PSP discussions, parents will be invited to parents' evenings – occurring in the autumn and spring terms
- An optional parents' evening occurs in the summer term for those who would like to discuss their child's report in more detail
- Staff are always available to meet with parents throughout the year to discuss any concerns

Assess, Plan, Do, Review:

- Pupils in receipt of a PSP will regularly access the above cycle as addressed in the SEND Code of Practice
- Targets will be set (usually biannually) and reviewed frequently, with written communication to parents occurring twice a year
- Parents will be asked for their comments
- This helps to formulate evidence of a child's need, and if required, will be used to inform an Education Health Care Plan request

Education Health Care Plan Requests:

Where your child receives support, over and above ten hours of statutory provision provided by school's notional budget, then we may suggest applying for a statutory assessment of your child's needs.

This is a lengthy process and we refer you to the SEND Code of Practice (2020) for further information.

SEND Code of Practice

Supportive wider professional networks:

- Child and Adolescent Mental Health Service
- Dyslexia Team
- Early Help Assessment Team
- Educational Psychology
- General Practitioner and Paediatrician liaison
- Health Visiting Team
- Language and Communication Team
- Local Authority SEND Support Service
- Occupational Therapy
- Public Health School Nurse
- School counsellor
- SENDIASS – Independent SEND Support and Advice Service
- Sensory Team
- Silverdale Outreach Behaviour Support Service
- Social Worker
- Speech and Language Therapy Team
- Early Years Inclusion Service

Staff training and support:

- All teaching staff receive regular training delivered by in-house specialist staff or external experts.

- Staff receive regular training in:
- Adverse Childhood Experiences
- Autistic Spectrum Disorder
- Fetal alcohol syndrome
- Selective mutism
- Global developmental delay
- Dysfluency
- Speech, language and communication needs
- Sensory integration difficulties
- Inhaler use
- Auto-adrenaline injector devices
- Pupil support plans
- Intervention strategy updates
- Makaton trained staff

Accessibility Plan:

The school's accessibility plan is available to view on the school website.
Our site is primarily on one level and disabled toilet facilities are located between each pair of classrooms.
We have a lift to access the Computing suite, which is located upstairs.
Where necessary, we have purchased specialist equipment e.g. Phonak audio devices - to support those with additional needs.

Off-site activities:

Staff arranging an offsite trip will discuss with parents and the SENCo any requirements needed and the suitability of any trip which the school is taking part in. We will then discuss any additional requirements that we will need to put into place to ensure that all children can take part. We support children on off-site visits and are flexible in our approach to residential visits. Equality Act 2010 Guidance

Arrangements for supporting pupils moving between phases in their education:

We take transition of SEND pupils seriously and have comprehensive measures to ensure that information is passed onto the child's next education provider e.g. in year transfers or secondary schools, for when children leave Year 6. These measures are compliant with the school's GDPR policy. For those pupils who are dual-registered, we will help to broker transition between education establishments to support children's welfare.

School recognise that transition can be a challenging time for many children, including those who are moving between year groups. In the summer term, we identify those children who may require additional support and plan specific activities to ease the move as much as possible.

Are you concerned about your child?

If you are worried about your child's progress in any way, then you should first talk to your child's class teacher. Parents may complete an initial concern form to document their views and experiences. If your child's teacher is concerned, they will talk with you at the earliest opportunity. Where necessary, the class teacher will organise a meeting with the SENCO and parents to discuss concerns and plan specific actions to be reviewed later.

The Local Authority's Local Offer:



Complaints Policy:

Should you have any concerns about the support that your child is receiving, we hope that you will feel able to approach your child's class teacher in the first instance, or the SENCO, to discuss this. They will be happy to meet with you and work together with you to help resolve any issues or concerns that you may have.
Our SEN Governor can also be contacted separately through the email address: office@ststephensrc.org.uk. We will always try to arrange a meeting at the earliest possible opportunity should you have any concerns about SEND provision. However, if there are still unresolved issues, you may wish to make a formal complaint according to the procedures set out on the St. Stephen's Complaints Policy. You can view this document at: https://www.ststephensprimaryschool.co.uk/policies/

Thank you taking the time to read St. Stephen's Local Offer. We aim to develop and foster positive pupil, school and home relationships and look forward to working with you in the future.