



ST BEDE'S CATHOLIC PRIMARY SCHOOL

*St Bede's is a community of faith, love and respect,
Inspiring us to achieve*

SEN Information Report

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Policy	SEND Information Report
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Our SEND values:

- Provision for children with SEND is the responsibility of the whole school and we expect every member of staff accepts and embraces this responsibility.
- Class teachers are responsible for the teaching, learning and progress of all pupils in their class, including those with SEND
- We recognise the need to work in partnership with parents and value the contribution parents make to their child's education. Children also contribute their views on the provision provided
- We recognise the individuality of each child and strive to help them to achieve their full potential. Every child is valued regardless of race, culture or religious beliefs and whatever their abilities or needs.
- All children have the ability to learn and progress and we work to provide an environment where all children are valued, their potential nurtured and their achievements celebrated.

1. Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2014: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (July2014) pages 95&96
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

2. What are special educational needs or a disability?

At St.Bede's we use the definition for SEN and disability from the SEND Code of Practice 0-25 years (2014). It states:

Special Educational Needs:

'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 child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or*
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions'*

The definition of disability in the Equality Act (2010) states children with '...a physical or mental impairment which has a long-term (more than 12 months) and substantial adverse effect on their ability to carry out normal day-to-day activities'. This includes children with sensory impairments as well as long-term health conditions such as asthma, diabetes, epilepsy and cancer.

It also states that schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

3. What kinds of SEND are provided for at our school?

At St Bede's we recognise that SEND needs fall into 4 different categories:

Communication and interaction

This includes

- children and young people with speech, language and communication needs (SLCN)
- Children and young people with Autistic Spectrum Disorder (ASD)

Cognition and learning

This includes:

- moderate learning difficulties (MLD),
- Specific learning difficulties (SpLD). This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- Severe learning difficulties (SLD)
- profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Social, emotional and mental health difficulties

This includes a wide range of social and emotional difficulties which manifest themselves in many ways:

- becoming withdrawn or isolated,
- displaying challenging, disruptive or disturbing behaviour.
- mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.
- attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and physical needs

This includes:

- vision impairment (VI),
- hearing impairment (HI)
- multi-sensory impairment (MSI) which will require specialist support and/or equipment to access learning, or rehabilitation support.
- physical disability (PD)

You can find out more at:

[https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
pages 97-98](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25-pages-97-98)

4. How do we identify children and young people with SEND and assess their needs?

How does our school know if children need extra help?

Our policy is:

Some children arrive at our school with identified SEND, in which case the SENDCo will liaise with the previous school, nursery or setting to ensure there is a smooth transition and continuity of provision.

If, during a child's time at our school, teachers begin to have concerns about progress or attainment:

- They will have discussions with previous teachers and support staff

- Have discussions with parents
- Have discussions with the child
- Use in school assessments

If following this, quality first teaching strategies are not being effective, we will look at implementing the graduated approach. As part of St.Bede's Graduated Approach to SEND, a **Monitoring Plan** will be agreed between the class teacher and parents to monitor the child and further explore their needs. Two cycles of assess, plan, do, review (APDR) will take place, usually one each term. For many children, the plan will have a good impact and any barriers to learning will be addressed using these early and low level interventions. These might include small group work within the classroom, or a programme developing social skills or language.



For some children, these cycles of support will remove any barriers to learning. Following this, and in consultation with all relevant staff at school and the child's parents, if the child has not made progress, the child may be identified as having SEND. School may recommend that more interventions are needed and that the next stage, SEN Support, would be beneficial which includes placing your child on the school's SEN register.

Sometimes the school will call upon support from an outside service to help with assessment. That could include an Educational Psychologist, a specialist teacher or a health professional. Parents would always be consulted on this decision.

If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's teacher. This then may result in a referral to the school SENDCo, Miss Rowley, who can be contacted via the school office.

School contact telephone number: 01670 822389
School email address: admin@stbedesbedlington.org

All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

You can find out more at: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> pages 94-97

SEN Support

At the early stages of SEN Support, you will be invited to complete a support plan with your child's class teacher, the SENCO and, where appropriate, your child. This is an opportunity to record your child's strengths and barriers to learning, and planning and communicating the support and provision necessary. This document will be used by school to ensure everyone working with your child knows best how to support them.

Children may receive additional, time-limited and targeted interventions to accelerate their progress to age-related expectations. School support can often include specific group work or specified individual support. At this stage input from other agencies may be sought.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning and may be:

- Taught inside or outside the classroom
- Taught by a teacher or a Learning Support Assistant who has had training to run these groups.

When appropriate, a specialist outside agency may support this, e.g. specialist teachers from the Northumberland Inclusive Education Services and the Educational Psychologist, Visually Impaired Service and Hearing Service or NHS services for children such as the Speech and Language therapy (SALT) Service. The SENCo and class teachers work with specialists to select effective teaching approaches, appropriate equipment, strategies and interventions in order to support your child's progress. Your views and your child's will be taken into account and there will be clear, measurable outcomes. SMART targets will be used so that your child's progress is **SPECIFIC, MEASURABLE, ATTAINABLE, RELEVANT and TIMELY**. (SMART) You will be invited to meet with your child's class teacher and SENCO to review your child's progress each term.

If it is decided by all involved that sufficient progress is not being made, and the gap between the child and their peers is widening, it may be that everyone concerned feels that a multiagency assessment is required through a Consideration of Statutory Assessment (COSA) request.

Consideration of Statutory Assessment (COSA)

A COSA request is asking the Local Authority to determine whether there is evidence that the level of special educational need is over and above what a mainstream school is expected to meet from within their own resources. The request is made using a “COSA form” which collects information around what difficulties your child is experiencing, how the school has been supporting them and what impact the support has had. There is a parent/carer form which you can complete at this stage to share any information about your child that you feel is important.

COSA forms are sent to the SEN Team at Northumberland County Council and go before a SEND Commissioning Panel which is made up of head teachers / senior school leaders, representatives from health and social care and other professionals such as Educational Psychologists. The Panel reviews the information and makes a decision as to whether there is clear evidence that the school have used the resources delegated to them to meet SEN and can make a decision to assess or not to assess.

Once the decision to carry out a statutory assessment has been made by the Panel, everyone in education, health and social care who is working with your child will be asked to submit a written report to the Local Authority within six weeks. An educational psychologist will also meet with the school, yourself and your child to write their statutory advice for the assessment. You will have an opportunity to provide your advice too.

Once all of the reports have been sent to the Local Authority, a SEN Case Worker will look at all of the advice received and will draft a Proposed Support Plan that you and everyone involved with your child will be invited to look at and agree the contents. The Plan and all the written advice will then go to the SEND Commissioning Panel which will decide whether the assessment of your child’s needs has shown the level of need is over and above that which can be met from within school resources and whether an Educational Health and Care Plan is required. The EHCP will detail what level of support is required to best meet your child’s needs. The Panel may decide that your child’s needs can be met from resources available within school and recommend that your child continues to be supported at SEN Support.

5. What are our approaches to teaching children and young people with SEND?

St Bedes provides a **Graduated Approach** to meeting a child's needs. This includes a number of stages through which school might suggest your child progresses, depending on the success of the interventions that have been tried.

Quality First Teaching (QFT)

The Graduated Approach starts in every classroom where children should have high quality teaching which is adapted according to need. This is the entitlement of all learners.

Children receive inclusive QFT which may include the provision of the Education Endowment Foundations (EEF's) Five-a-Day Approach to SEN Support.

The **Education Endowment Foundation (EEF)** developed the *Five-a-Day Approach* as a practical framework to help teachers and schools provide high-quality, inclusive teaching for pupils with Special Educational Needs and Disabilities (SEND). It is based on research evidence showing that pupils with SEN benefit most from high-quality teaching and structured, targeted support. The approach encourages teachers to integrate these five key strategies into everyday classroom practice. These include:

1. Explicit Instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.

2. Cognitive and Metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.

3. Scaffolding

When students are working on a written task, a supportive tool or resource is provided such as a writing frame or a partially completed example. The aim is to provide less support of this nature throughout the course of the lesson, week or term.

4. Flexible Grouping

Groups are allocated temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class

5. Technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, a class visualiser might be used to share students' work or to jointly rework an incorrect model.

6. What arrangements do we have for consulting parents of children with SEND and involving them in their child's education?

At St Bede's we recognise that parents know their children best. Parents are always welcome to discuss their child and their views are respected and their concerns are taken into consideration at all stages.

In addition to this we:

- Invite all parents/carers to meet with their child's class teachers at two formal parent evenings during the year.
- Provide an annual written report.
- Invite parents of children identified as having SEND to a consultation each term at which their child's progress within their SEN Support Plan is discussed and agreed.
- Have annual reviews for children with an EHC Plan.
- Daily or weekly communications with parents as and when needed
- Families are also signposted to other agencies/services/organisations through the [Local Offer](#)

How will parents be helped to support their child's learning?

- The school organises a number of parent workshops during the year. These are advertised in the school newsletter and on SeeSaw and aim to provide useful opportunities for parents to learn more about how to support your child's learning.
 - Invitations to the Northumberland Family Hub Events are shared termly on See Saw
- If you have ideas on support that you would like to have access to in order to further

support your child's learning, please contact the SENCO who will locate information and guidance for you in this area.

7. What arrangements do we have for consulting children and young people with SEND and involving them in their education?

Children's views matter to us. We take a person-centred approach:

- All children are aware of their targets and are encouraged to self-review against these.
- Children with SEND are aware of their intervention outcomes and are encouraged to self review against these.
- As part of the review process, SEND pupils, are also asked about their views on their strengths, the areas in which they feel they would like to develop and the support they would like to receive.
- For their annual review children with EHCPs are asked more formally about their views, their learning, their targets and the support they have had.
- Children are supported to do these things.

8. What arrangements do we have for supporting children and young people in moving between phases of education and in preparing for adulthood?

We recognise that transitions can be difficult for a child with SEND and a number of strategies are in place to enable effective transition.

On entry:

- A planned introduction programme is delivered in the summer term to support transfer
 - for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of
 - information to support them in enabling their child to settle into the school routine.
- The SENDCo meets with all new parents of pupils who are known to have SEND to allow
 - concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are joining from pre-school or from a different nursery setting, we will contact the SENDCo to ensure we know about any special arrangements or support your child may need.
- If pupils are joining from or to another school, we will contact the SENDCo to ensure
 - both schools know about any special arrangements or support that need to be made for your child.

Moving Classes within School:

- A transition meeting will take place where the child's SEN Support plan will be discussed with their next teacher
- All children have an opportunity to spend time with their new class teacher at the end of the summer Term.
- Your child may be helped by a transition booklet containing photographs to support them understand the next teacher and environment

Transition to the next school:

The transition programme in place for pupils provides a number of opportunities for Y6 pupils to visit their new school throughout the year. Pupils with SEND will have extra visits to meet staff and become familiar with the layout of the building.

- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to St.Benet Biscop Academy, the SENDCos of both schools and the Head of Year 7 will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

9. What expertise and training do our staff have to support children and young people with SEND, including how specialist expertise will be secured?

Awareness training has been provided to all staff on:

- Dyslexia and literacy difficulties.
- Sensory needs
- The school has visits from the Northumberland Inclusive Education Service specialist teachers who provide training and advice to staff to support the success and progress of individual pupils when appropriate.
- The Speech and Language Therapist visits termly to assess and plan support for targeted pupils. These programmes are then delivered either by a therapist at the clinic or by a Teaching Assistant who has received training from the therapist.

Type of need	What other services and expertise we access.
Speech, language and communication needs (SLCN)	Support staff with additional training. School has access to a speech and language therapist who comes into school each term to assess and review pupils, create therapy plans and meet with

NIES – Northumberland Inclusive Education Service	<p>support staff to discuss how the plans might best be delivered.</p> <p>We also have access to a specialist teacher/speech and language therapist in the NIES (Northumberland Inclusive Education Service) SLCN Team who provides expert advice on language and communication needs.</p>
ASD	<p>Support staff with additional training.</p> <p>We have access via the NIES – Autism Team to an ASD specialist teacher.</p> <p>We can refer children to the school nurse, the primary mental health team and CYPS (Children and Young People's Service) for advice and support via the Central Locality Hub.</p>
Learning difficulties (MLD SLD)	<p>Teaching staff receive CPD as required.</p> <p>We also have access to specialist support from NIES.</p>
Specific learning difficulties (SpLD).	<p>We have resources available in school to help identify children with specific learning difficulties.</p> <p>We also have access to specialist support from NIES.</p>
Social, emotional and mental health difficulties (SEMH)	<p>We have access to specialist support from the NIES – Emotional Wellbeing and Behaviour Team.</p> <p>We can refer children to the school nurse, the primary mental health team and CYPS (Children and Young People's Service) for advice and support via the Central Locality Hub.</p>
Vision impairment (VI),	<p>We access support from the Sensory Support service at a level deemed appropriate by them.</p>
Hearing impairment (HI)	<p>We access support from the Sensory Support service at a level deemed appropriate by them.</p>
Multi-sensory impairment (MSI)	<p>We access support from the Sensory Support service at a level deemed appropriate by them.</p>
Physical disability (PD)	<p>We offer a school building that is mostly accessible to children with mobility issues.</p> <p>We can also request support from Occupational Therapy, Physiotherapy or a school nurse.</p>

In addition, we have good working relationships with Children's Services who will provide support if a child is "looked after" or may be involved if a child has an EHA (Early Help Assessment).

Please see our Looked After Children Policy.

10. How do we evaluate the effectiveness of the provision made for children and young people with SEND?

Quality First Teaching

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

- classroom observation by the senior leadership team and the SENCO.
- ongoing assessment by the class teacher of progress made by pupils with SEND,
- work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
- Termly pupil progress meetings between the SENCO and class teacher allow an evaluation of the effectiveness of the strategies and resources used.

SEN Support

The effectiveness of school support is evaluated through:

- Termly review of individual Support Plans
- pupil and parent feedback on the quality and effectiveness of interventions provided at the termly review meetings.

Education and Health Care Plan

In addition to the ways identified above, EHC Plans are monitored by the LA annually.

If there is a greater concern, we would work with the family to produce a formal support plan which may include advice and input from outside agencies.

For further information please see our behaviour, anti-bullying, cyber-bullying and e-safety policies.

11. How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families?

Please see sections 10 and 12 above.

Pupils with medical needs

Pupils with medical needs will be provided with an Individual Health Plan, compiled in partnership with the parents and if appropriate, the school nurse and the pupil themselves.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions* (DfE) 2015 and identified in the School Medicine Administration Policy.

Support services for parents of pupils with SEN include:

- Northumberland SEND Information, Advice and Support Service provides free confidential and impartial information, advice and support to children and young people with special educational needs or disabilities up to the age of 25, and their parents and carers.

<https://northumberlandiass.org.uk/>

- In It Together, the Parent Carer Forum for Northumberland, provides parents and carers of children and young people with SEND with the opportunity to get involved with service planning and decision making. In It Together organises events and training for parents and carers. For further details, contact In It Together on 07729 192909 or info@in-it-together.org.uk

<http://www.in-it-together.org.uk/>

- The Families Information Service (FIS) is a free, impartial service providing information on a wide range of services for children and young people in Northumberland and their families. The service also provides detailed advice on

childcare and early years educational provision. They can be contacted on 0800 023 44440 (Freephone), 01670 624889 or fis@northumberland.gov.uk

<http://northumberland.fsd.org.uk/kb5/northumberland/fsd/home.page>

- The Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS service

<http://www.iassnetwork.org.uk/>

- Parents and carers can appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here sendistqueries@hmcts.gsi.gov.uk

12. What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?

If you are unhappy about any issues regarding the school's response to meeting your child's needs please contact the following through the admin email address: admin@stbedesbedlington.org

- The SENCO – Miss Hannah Rowley
- The Headteacher – Mrs Laura Fallon