

St Bede's Catholic Primary School



SEND Information Report

With Christ as our light to guide us, we shine in all that we do.

St. Bede's School Mission Statement

Date:	March 2025
Review Date:	March 2027
Adopted:	March 2025
Approved:	Local Governing Body

St Bede's Catholic Primary School

Special Education Needs Information Report

We are a fully inclusive school which ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

The Children and Families Act 2014 says that all schools and academies must publish a SEND Information Report every year. This report explains how our school meets the needs of children with SEND and will be published on the school website. This report outlines the variety of ways we ensure we support our children with SEND to achieve their potential. It outlines the skills, resources and techniques that we currently use to provide a full range of educational and pastoral support for all of our children. This continues to be developed and modified to meet the changing requirements of each individual child, allowing them to receive a unique provision.

Other useful documents such as our SEND and Inclusion policies are available on the school website <http://www.stbedessouthshields.co.uk/>.

Identification of SEND

Children at St. Bede's with SEND are identified and taught appropriately following the Special Educational Needs and Disabilities Code of Practice. Children are identified as having SEND when their progress has slowed significantly and school based interventions have not enabled

improvement. This may be identified by a parent or carer, the class teacher or another medical professional.

Once a concern has been raised, we will conduct observations of your child and analyse their work to help identify barriers to learning, have discussions with yourself, your child and any relevant outside agencies, the outcomes of these will be used to develop interventions to improve progress and access to the curriculum. Slow progress and low attainment does not automatically mean a child is placed on our SEND register. If it is felt that a child needs targeted provision that is additional or different to what is usually provided, with parents/carers agreement, they will be placed on the school SEND register to receive SEND Support. This may include referrals to other agencies such as speech and language therapy or educational psychology in order to develop a holistic approach of support for each child. Parents are informed of any outside agency intervention. Throughout the process you and your child's opinions will play a crucial part in addressing specific needs. The level of support your child receives may change throughout their time in school as interventions will be continually monitored and reviewed; progress will be tracked using our assessment process. There are regular opportunities for parents to discuss the progress of their child.

Provision for children with SEND

For all children at St Bede's Primary School, who are identified as needing additional support (SEND Support), we:

- Work in partnership with parents and carers as we recognise and value the expert role in which families play in their child's lives and educational development.
- Deliver quality first teaching, adapting the curriculum and our resources, to support access to learning and to promote progress.
- Have a fully qualified SENDCo, who is part of the Senior Leadership Team, leading SEND Support provision, providing advice and guidance to staff.
- Write clear educational SEND Support Plans for SEND children which outline children's needs and barriers to learning, record successful strategies and resources and give termly targets which follow a graduated approach of assess, plan, do, review.
- Involve the child, parents and carers in writing, reviewing and implementing individual Support Plans and targeted provision. The Support Plans are reviewed at least once a term and on the completion of an intervention.
- Strategically place support staff where they are most needed throughout the school to ensure pupil progress.

- Provide targeted 1:1 or small group interventions to ensure progress is being made.
- Regularly evaluate our teaching resources to ensure they are accessible to all SEND children including ICT devices and software to promote access to the curriculum.
- Support our families through regular informal contact with school and more formally through review meetings.
- Seek support and advice from a range of outside agencies including an Educational Psychologist, Children and young People's Service (CYPS), Speech and Language, Health Services etc to ensure each child's needs are fully identified and understood.
- Offer emotional well-being support through school mentors, the Healthy Minds Service and Emotional Resilience Team.
- Provide ongoing Continuous Professional Development for teachers and teaching assistants via external providers and in-school training.
- Ensure our school trips, residentials and school activities are fully inclusive and, as far as possible, are accessible to all our SEND children.
- Liaise closely with secondary schools to ensure information is clearly communicated and recommendations are heard to offer a smooth transition from Key Stage 2 to Key Stage 3.
- Offer support to families and they are signposted to services and organisations that may provide appropriate input or advice via the South Tyneside Council's Local Offer:

<https://www.southtyneside.gov.uk/article/5005/SEND-Local-Offer-for-those-aged-0-to-25-with-SEND>

In addition to the above, we also offer further support for those children who have a higher level of additional need or an Education, Health Care Plan (EHCP.) School, parents/carers or other professionals in health and social care can apply for an EHCP when a child has not made expected progress through the graduated approach of SEND support and has multiple and severe additional needs. It is a legal document that identifies educational, health and social needs and outlines the additional provision and support required to meet those needs. This support includes:

- Provision specified in the EHCP
- Detailed planning leading to specific targeted interventions outlined for the Local Authority through a detailed Provision Map
- Close monitoring of progress against the targets
- Multi-agency planning and assessment of targets at interim reviews.

- Bi-annual Reviews (Under 5s) and Annual Reviews with recommendations submitted to the Local Authority.

St. Bede's uses the SEND Ranges, in line with Local Authority policy, to help identify children's needs. The broad areas of SEND difficulties are in the areas of:

- Communication and interaction e.g. autistic spectrum disorder, speech and language difficulties
- Cognition and learning e.g. dyslexia, dyspraxia
- Social, emotional and mental health e.g. social anxiety
- Sensory and/or physical needs e.g. visual or hearing impairments

Specific provision is also provided for these different areas of need. The table below explains the details of this support. It may not list every skill, resource and technique we use in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils.

School entitlement offer to pupils with additional needs	
Type of SEN for which provision is made at the school	Type of support
Communication and Interaction Needs: e.g. ● Autistic Spectrum Disorders ● Speech, Language and Communication Needs	● Use of SEND Support Plans which identify internal and external barriers to learning, involving pupils, parents and staff in the formulation, review and implementation of these documents. ● Differentiated curriculum and resources ● Visual timetables ● Small group targeted intervention programmes are delivered to pupils to improve social skills in a variety of areas such as supervision at unstructured times of the day and programmes to enhance self-esteem. ● Strategies/programmes to support speech and language development. ● Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. ● Planning, assessment and review. ● Access to teaching and learning for pupils with SEND is monitored through the schools self-evaluation process. ● Support staff are placed where needed throughout the school to ensure pupil progress, independence and value for money. ● Fully qualified/trained SENDCo who can provide advice and guidance to staff. ● All staff have completed, and will continue to receive, ongoing training in relation to meeting pupils' needs within the classroom.

	Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.
Cognition and Learning Needs: e.g. Specific Learning Difficulties – Dyslexia	- Use of intervention plans which identify internal and external barriers to learning, involving pupils, parents and staff in the formulation, review and implementation of these documents. - Differentiated curriculum and resources. - Strategies to promote/develop literacy and numeracy. - Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas, i.e. reading skills groups etc. - ICT is used to reduce barriers to learning where possible. - Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. - Planning, assessment and review. - Access to teaching and learning for pupils with SEND is monitored through the schools self-evaluation process. - Support staff are placed where needed throughout the school to ensure pupil progress, independence and value for money. - Fully qualified/trained SENDCo who can provide advice and guidance to staff. - All staff have completed, and will continue to receive, ongoing training in relation to meeting pupils' needs within the classroom. - Behaviour and anti-bullying policies are evaluated on a regular basis with a focus on the impact upon pupils' with SEND. - Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the local Offer.
Behavioural, Emotional and Social Development: e.g. - Attachment difficulties - Social anxieties - Emotional Health and Wellbeing	- The school's Christian ethos values all pupils. - Behaviour management systems in school are based upon encouraging pupils to make positive decisions about behavioural choices. - Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities. - The school provides effective pastoral care for all pupils. - Support staff are placed where needed throughout the school to ensure pupil progress, independence and value for money. - Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to.

	● Small group targeted programmes are delivered to pupils to improve social skills and emotional resilience such as Circle of Friends and Zones of Regulation. ● Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.
Sensory and Physical Needs: e.g. ● Hearing/Visual Impairment ● Sensory needs ● Physical and Medical Needs	● Advice and guidance from the Local Authorities Occupational Therapy is sought and acted upon to ensure barriers to success are reduced or removed. ● ICT is used to increase access to the curriculum. ● Provision to support access to the curriculum and to develop independent learning. ● Support staff are placed where needed throughout the school to ensure pupil progress, independence and value for money. ● Advice and guidance is sought and acted upon to respond to pupils who have significant medical needs. ● Access to Medical Interventions and strategies/programmes to support Occupational Therapy/Physiotherapy. ● Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning. ● Staff understand and apply the medicine administration policy. ● The SENDCo completes any necessary training in order to offer advice and guidance to staff about the needs of pupils. ● The school works hard to ensure that parents/carers are able to work in partnership with them to support their children. ● Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.

Contacts

If you would like further information about what we offer here at St. Bede's or you have any concerns about your child's SEND, progress or provision we would urge you to come into school and discuss matters further with your child's class teacher or the school SENDCo.

Key contacts are:

- Mr Charlton SENDCo, Deputy Headteacher

- Mrs Devine, Headteacher

Contact details: Claypath Lane, South Shields, NE33 4PG.

Tel: 0191 456 0108

School email: info@stbedessouthshields.co.uk

In addition, our school SEND link governor, Paul Anderson, is contactable via school.

Although, school complaints procedures are in place <https://stbedessouthshields.co.uk/key-information/statutory-policies/> we would always hope to resolve any issues or concerns informally by working in partnership with parents.

Parents can also contact the local Special Education Needs and Disability Information, Advice and Support Service for impartial information, advice and support in relation to their child's SEND.

Contact details:

Phone - 0191 424 6345

Email – SENDIASS@southtyneside.gov.uk

Contact details for other useful outside agencies can be found via this link <https://www.southtynesidesendiass.co.uk/>

This offer will be reviewed in March 2027.

Signed: *P Charlton*

(SEND Co-ordinator)

Signed: *G Devine*

(Head teacher)

Signed: *G Ellwood*

(Chair of Governors)