**St Bede’s Primary School**

**Special Educational Needs Information Report**

**2024 – 2025**

Our mission statement is the foundation for all we do in school, including our work with our children with additional learning needs. This document gives families information about the various ways we ensure we support our children with special educational needs (SEN) to achieve their potential. We provide a full range of educational and pastoral support to all, and our children with SEN make very good progress. 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, Mrs Watanabe by email [office@stbcps.co.uk](mailto:office@stbcps.co.uk) or by telephone on 0191 2743430.

**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 RC Primary School who have an additional need we:**

• Recognise that families are experts on their child and work in partnership with them

• Deliver high quality teaching, adapting the curriculum and our resources to ensure children can access the learning.

• The SENCo works closely with the Headteacher to lead on SEN provision across the school.

• Assess and review the learning of our SEN children, using that information to inform future planning and teaching.

• Provide teaching assistants in class who work with SEN children and also, importantly, support other children so that the teacher has more opportunities to work with SEN children.

• Hold regular meetings for teaching assistants with the SENCO to review children, interventions and resources and to adapt provision where necessary.

• Support our families with children with SEN, formally through review meetings and informally through our ‘open door’ approach. Support is also available through Mrs Howell, the Parental Support Advisor. Families are also advised of other services and organisations which may offer further advice and support (Including SENDIASS - SEND information, support and advice service)

• Seek advice from outside agencies to ensure each child’s needs are fully identified and understood and to learn from specialists how best to support our SEN children.

• We evaluate intervention groups and strategies on a termly basis (and informally on a more frequent basis).

• Provide pastoral care for all children with a focus on social and emotional development. This support also provides extra opportunities to listen to pupil’s views.

• Do not tolerate the bullying of any pupil and introduce measures to support all involved.

• Regularly evaluate our teaching resources to ensure they are accessible to all of our SEN children.

• Ensure our school activities and trips are accessible to all our SEN children.

• Hold twice yearly review meetings with families for children with a higher level of SEN.

• 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.

• Provide on-going SEN training and information for teachers and teaching assistants.

• Liaise closely with St Cuthbert’s and Sacred Heart High Schools, or any other provision at 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.

**Specific provision is also provided for the different areas of need. The table below explains the detail of this support:**

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| --- | --- | --- |
| **Type of SEN** | **Support provided in school** | **October 2024 Review** |
| **Communication and Interaction Autism Spectrum Disorders (ASD) Speech, Language and Communication Needs** | • We use visual timetables when needed to support children to understand what will happen and when.  • We provide areas with reduced distractions and low stimulus  • We offer additional support during break and lunchtime where appropriate  • We use social stories to help children learn how to approach different social situations.  • We run small groups focussing on friendship  • We have a variety of 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.  • We run small group speech and language sessions.  • We access the expertise and advice of the local authority Speech, Language and Social Communication Team. | We have worked closely with both NHS Speech and Language and the local authority bought in support over the last year to support our pupils.  We have acknowledged the lengthy waiting times for access to speech and language services and so have started the process of training school staff to provide more specialist support in school. Whilst COVID has delayed some elements of this training, some early language support has already been successfully introduced in Early Years.  Mrs Howell has continued her THRIVE work. All staff have received some THRIVE training and receive regular updates from Mrs Howell. This will support the emotional wellbeing of pupils.  We regularly monitor the needs of the pupils in our school and ensure that staff are supported by external professionals where necessary.  We also work closely with schools/placements where new pupils transition from. As a result of these conversations, staffing arrangements have been adapted and training needs have been identified.  David McLeod – our Communication and Interaction Team link has worked with several members of staff. He delivers whole-staff Autism Awareness training annually.  We recognise the long-term impact COVID-19 may have had on the progress of pupils. We will work to support all pupils to re-commence their programmes, plans and interventions. |
| **Cognition and Learning Needs Moderate Learning Difficulties (MLD) Specific Learning Difficulties (SpLD)** | • We access the expertise and advice of the Special Educational Needs Teaching and Support Service (SENTASS) to ensure the needs of the children are clearly identified.  • 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. Lexia and addacus.  • We provide resources to support children with specific needs – e.g coloured overlays to help with reading for our dyslexic children. | The Newcastle Assessment Tool (now known as the SCART) is now embedded within our school assessment systems and this year will form a key part of the termly SENCO progress meetings.  This has allowed and will continue to allow us to further identify the needs of pupils in our school but also to track the steps of progress that they are making.  The assessment tool has allowed us to report back to parents that progress is being made.  The SENCO has worked with staff to ensure their assessments are robust. Our established ‘initial concerns’ process has continued successfully in school, so that referrals to external agencies are made more appropriately.  We understand the impact COVID19 will have had a large impact on the progress of many of our pupils. A continued recovery programme will be implemented once again and the SENCO will work carefully with staff to ensure children are well supported and any additional needs are identified. |
| **Social, Emotional and Mental Health Needs Mental Health Condition Social Difficulties Emotional Difficulties** | • 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.  • We put in place short term support for a child with a specific emotional need, for example, bereavement.  • We run small group sessions with a focus on social skills.  • We seek the expert advice and support of outside agencies, including the School Health Advisor and the Children and Young People’s Service (CYPS)  • We have close links with Barnardo’s.  • We employ a Parental Support Advisor to support pupils and families  • We use the Thrive approach | Our THRIVE room has continued to develop and grow and provides pupils with a safe space to regulate emotions and receive support.  Our bought-in counselling sessions for pupils experiencing social, emotional and mental health needs have continued and will play an important part in supporting pupils with the transition back to school.  Our PSHE programme will continue to cover a wide range of topics and discussion points. The programme is modern, deep and well-resourced to allow high quality teaching of PSHE in our classes. This will allow pupils to continue to develop their emotional literacy and offer them more opportunities to discuss feelings and emotions. |
| **Sensory and Physical Needs Hearing / 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.  • 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 ramp access.  • Our school has a disabled toilet.  • Our staff understand and apply the Medicine Policy. | In-school motor coordination intervention will commence in the autumn term for identified pupils. We will continue to work with the VT this year and are looking forward to working once again with the HI Team. |

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](mailto:office@stbcps.co.uk)

Reviewed: October 2024