



# Northumberland Church of England Academy Trust

## NCEA Thomas Bewick C of E Primary School

*"Let all that you do be done in love." (1Corinthians 16:14)*

### Special Educational Needs and Disability Information Report 2023-2024

#### Policy Preface

Northumberland Church of England Academy Trust is a Christian learning environment at the heart of its communities. We promote care and respect, and expect high standards in all aspects of our Trust life.

As a Church of England Academy Trust, we aim to build communities clearly based on the Christian values of love, forgiveness and reconciliation, integrity and the unique value of each individual. We aim to build self-esteem, model conflict resolution, protect the weak and are committed to justice and compassion. Mutual respect and trust are central within the Academy Trust.

This policy, and its associated procedures and protocols, is based on these key principles.

#### Vision

*"Let all that you do be done in love." (1Corinthians 16:14) is our guiding vision for our thoughts, words and deeds. This enables us to create a nurturing and inspiring environment in which everyone can have life in its fullness.*

<b>Owner:</b>	<b>Headteacher</b>
<b>Version:</b>	3
<b>Last updated and approved:</b>	June 2023
<b>Next review due by:</b>	June 2024
<b>Approved by:</b>	LGB
<b>Statutory Requirement:</b>	Yes
<b>Latest edits:</b>	Vision has been included Update of number of children who have SEND. Update to resources available.

<p><b>What is the purpose of The SEND Information Report?</b></p>	<p>Our SEND Information Report has two key purposes:</p> <ul style="list-style-type: none"> <li>● To provide clear, comprehensive and accessible information about the provision available for all children in our school.</li> <li>● To demonstrate how NCEA Thomas Bewick Primary School meets the needs of pupils with SEND to parents/carers and all stakeholders and how it will review and adapt to meet all future provision requirements.</li> </ul>
<p><b>Policies</b></p>	<p>The following policies are available on the website:</p> <ul style="list-style-type: none"> <li>● SEND</li> <li>● Safeguarding</li> <li>● Behaviour</li> <li>● Equality and Diversity</li> <li>● Medical Policy - If your child has medical needs please refer to this policy.</li> <li>● Accessibility Plan</li> <li>● Admission Policy</li> <li>● SEND concerns and complaints procedure</li> </ul>
<p><b>How does a child get a place at the school?</b></p>	<p>The Governors are the Admissions Authority, however parents/carers interested in a place for their child must make an application via Northumberland County Council. The Admissions Policy for casual admissions is available on the website. An allocation by Northumberland County Council will be followed by a contact phone call from our admissions secretary and a visit to a school will be arranged. The visit provides an excellent opportunity to meet the pupils, staff and the Headteacher.</p>
<p><b>What type of placement is available at NCEA Thomas Bewick Primary School?</b></p>	<p>The vast majority of our pupils attend NCEA Thomas Bewick Primary School on a full-time basis.</p> <p>The school has a 2 Year Old provision, offering part time places of 15 hours per week.</p> <p>The school has a Nursery offering part-time placements of fifteen hours per week. Please contact us if your 3 or 4 year old is eligible for 30 hours of nursery provision.</p> <p>Most children enter school in Nursery or Reception Class but we welcome children as casual admissions in all year groups.</p>
<p><b>What SEND needs are provided for at NCEA Thomas Bewick Primary School?</b></p>	<p>A pupil has a Special Educational Need or Disability if he or she: Has a learning difficulty or disability which calls for special educational provision to be made for him or her, 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. In addition, Special Educational Needs and Disabilities are identified within the context of the usual differentiated curriculum within the school. Pupils are identified as having special educational needs if they are not making progress within a curriculum that:</p> <ul style="list-style-type: none"> <li>● sets suitable learning challenges;</li> <li>● responds to pupils' diverse learning needs;</li> <li>● aims to help pupils overcome potential barriers to learning.</li> </ul> <p>In accordance with the SEND Code of Practice 2014, four broad categories of need are identified:</p> <ul style="list-style-type: none"> <li>● <b>Communication and interaction</b></li> </ul>

	<p>Pupils with Speech, Language and Communication Needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Pupils with Autistic Spectrum Disorder, including Asperger’s Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination which can impact on how they relate to others.</p> <ul style="list-style-type: none"> <li>● <b>Cognition and learning</b> Support for learning difficulties may be required when pupils learn at a different pace to their peers, even with appropriate adaptation to the curriculum. This also includes specific learning difficulties (SpLD) which affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.</li> <li>● <b>Social, emotional and mental health</b> Pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging or disruptive behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other pupils and young people may have disorders such as attention deficit disorder or attention deficit hyperactivity disorder.</li> <li>● <b>Sensory and/or physical needs</b> Some pupils require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age-related and may fluctuate over time. Many pupils with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some pupils with a physical disability (PD) require additional ongoing support and equipment to access all opportunities available to their peers.</li> </ul> <p><b>Difficulties which may not be related to SEND.</b> Some pupils may be underachieving, which may be caused by a poor early experience of learning, but they will not necessarily have a special educational need. It is our responsibility to identify this quickly and ensure that appropriate interventions are put in place to help these pupils ‘catch up’. Difficulties related solely to English as an additional language are not SEND. The following concerns may impact on a pupil’s progress and attainment but are not in themselves indicators of SEND:</p> <ul style="list-style-type: none"> <li>● Attendance and Punctuality</li> <li>● Health and Welfare</li> <li>● Being in receipt of Pupil Premium</li> <li>● Being a Looked After Child</li> <li>● Being a child of serviceman/woman</li> </ul>
<p><b>What proportion of children currently at NCEA Thomas Bewick Primary School have SEND?</b></p>	<p>Currently 103 of our pupils are registered on our SEND Register.  Pupils will receive additional support to meet their individual needs. These children receive intervention support either on an individual or group basis.</p>
<p><b>How much support will my child receive?</b></p>	<p>All staff are well qualified and have access to a wide range of further continuous professional learning.</p>

	<p>All our pupils have access to a knowledge and skills based, broad, balanced and creative Early Years Foundation Stage curriculum followed by the National Curriculum. Our pupils receive an appropriate balance of quality first teaching through whole class, small-group and individual teaching.</p> <p>If a child is assessed to have special or disability needs or needs which are deemed to be additional to or different from the majority of the children within our school, we will ensure that additional support is available to them.</p>
<b>What resources are available at NCEA Thomas Bewick Primary School?</b>	<p>The school building is light and modern. The school has a well-stocked library, a sensory room, a nurture room and a dining and assembly hall. All classrooms have access to IT facilities to support pupils' learning through the use of Chromebooks.</p> <p>The school has additional rooms available for pupils who require additional support or intervention or when they need a quiet space that is distraction-free. Large accessible outdoor play areas include: Early Years outdoor classrooms, gardens, reflection areas, playgrounds, forest school area and fields.</p> <p>The school also has a quiet, private room to meet with parents and other visitors to the school.</p>
<b>How do children travel to school?</b>	Children walk, cycle, scooter, arrive by private car or arrive by taxi / transport.
<b>What specialist services are available at NCEA Thomas Bewick Primary School?</b>	<p>Specialist staff on site:</p> <ul style="list-style-type: none"> <li>● Speech and Language Teaching assistants mentored by NHS Speech and Language Therapist</li> <li>● Early Talk Boost and Talk Boost trained staff to lead Speaking and Communication intervention groups</li> <li>● Read Write Inc trained staff to lead Early reading and writing groups and additional intervention phonics groups</li> <li>● ELSA and THRIVE trained staff to lead intervention and nurture groups</li> <li>● Specialist Sports teachers</li> <li>● Specialist Music teachers</li> <li>● Specialist STEM teachers</li> </ul> <p>We also have access to a wide range of external services to support our pupil's health and education, these include:</p> <ul style="list-style-type: none"> <li>● NHS Speech and Language Therapists</li> <li>● NHS Physiotherapists</li> <li>● NHS Occupational Therapists</li> <li>● NHS School Nurses</li> <li>● LINT Specialist Sensory Teachers for the Hearing Impaired and the Visually Impaired</li> <li>● LINT Portage Service</li> <li>● HINT Speech, Language and Communication Support Service</li> <li>● HINT ASD/Behaviour Support Service</li> <li>● HINT Literacy, Specific Learning Difficulty Service</li> <li>● NHS Children and Young People's Service (CYPS)</li> <li>● Social care services</li> <li>● The virtual school who support students who are or have been looked after ESLAC</li> <li>● EOTAS</li> </ul> <p>A range of other experts work in our School and these include:</p> <ul style="list-style-type: none"> <li>● Musicians- Singing, class, small group and 1-1 instrument tuition.</li> <li>● Artists in residence for textiles and ceramics</li> <li>● Sport Coaches- Cricket, Tennis, Gymnastics, Athletics, Tag Rugby, Multi-Sport.</li> </ul>
<b>What specialist equipment is available to support SEND pupils?</b>	Occupational therapy resources e.g. lap cushions; wobble cushions; tangle toys; putty; high steps; individual workstations; ear defenders; special pencils with handgrips; writing slopes; sprung scissors.

	<p>Accessible toilet          Quiet areas and individual work stations in class          Rooms for intervention sessions          Braille equipment and access to large print reading material          Rooms for time out from class when required          Sensory "Time to Be" Reset Rooms and sensory circuits</p>
<p><b>What will my child learn at school?</b></p>	<p>Our curriculum is based upon the Early Years Foundation Stage Framework and the subjects of the National Curriculum.          Every pupil is offered a broad and ambitious enquiry curriculum that is appropriate to his or her age and stage of development.          Our SEND pupils make good progress from their individual starting points in their development of knowledge and skills including those in early reading, writing and mathematics.          All pupils are prepared for the next stage of their education and life. There is a strong emphasis on the development of pupils' cultural understanding and emotional, spiritual, personal and social skills and on giving them the skills and knowledge that will allow them to live a good quality of life as young people.          There is a strong emphasis on building our pupils' resilience and understanding of their individual mental health needs.          In addition to our whole class teaching we use a rich variety of tried and tested interventions and programmes to support our pupils' learning and these include:</p> <ul style="list-style-type: none"> <li>● Phonological Awareness</li> <li>● Precision teaching</li> <li>● IDL Literacy</li> <li>● Action Words</li> <li>● Direct Phonics</li> <li>● Early Talk Boost</li> <li>● Talk Boost</li> <li>● Simple Semantics</li> <li>● Colourful Semantics</li> <li>● Talk About</li> <li>● ELSA and Thrive</li> <li>● Write from the Start</li> <li>● Challenge Maths group</li> <li>● Challenge Reading Group</li> <li>● Nurture Groups including gardening club and Lego therapy</li> </ul> <p>All interventions are accessed either through group or individual sessions according to the needs of our children.</p>
<p><b>How do you promote inclusion within NCEA Thomas Bewick Primary School? <i>Including for day and residential trips</i></b></p>	<p>Children with SEND are fully included in all school activities as well as on day trips and residential visits. If needed additional support is provided to ensure support and safety of individual pupils.          Inclusive lessons are provided with adjustments made to meet the needs and learning styles of individual children.          Multi-sensory teaching strategies and a range of resources are available including laptops, visual timetables and aids, working memory activities, knowledge mats, quiz apps etc.          Support staff and lunchtime supervisory staff are aware of the particular needs of individual children.          Adjustments to less - structured aspects of the school day to accommodate the needs of individual pupils.          Peer support through the buddy system.          Primary learning support mentor for individual pupils when needed.          Communication friendly classrooms and sympathetic teaching approaches, accommodating individual learning styles.</p>

	<p>We follow the Graduated Approach to meeting SEND pupils' needs. When children have more complex and life long needs then an Educational Health Care Plan may be requested.</p>
<p><b>How will I know what progress my child is making at school?</b></p> <p><b>What are the arrangements for consulting SEND pupils?</b></p>	<p>Teachers assess pupils' formative attainment continuously on a day to day basis and make a summative assessment at key points in the year. Assessments are moderated internally and externally with colleagues to ensure that they are consistent and accurate. Pupils from Year One to Year Six are assessed against National Curriculum End of Key Stage and Pre-Key Stage expectations. The Early Years Foundation Stage Profile is used to assess the attainment of our younger pupils.</p> <p>Pre Key Stage descriptions are used nationally and are linked to performance descriptions which have been written for use with pupils of all ages who have a range of special educational needs. These processes enable us to monitor all our pupils' progress and provide valuable information to aid target setting for individual pupils. In this way we are able to address any concerns as soon as possible.</p> <p>Pupils' progress is discussed with parents/carers at our 'Parent Consultation Evenings' held in the Autumn, Spring and Summer terms. This is a great opportunity to observe and discuss pupil progress. Parents are always welcome to speak to members of staff through our appointment system. This can be either face to face or, if it is more convenient for parents, via the telephone or on-line. In addition to this, we review the progress and next steps of our pupils with Special Educational Needs during the termly parents' SEND review meeting and more often when required. The Headteacher or SENDCo is available to meet with parents/carers should they have concerns over their child's progress.</p> <p>When required we can operate a Home-School Liaison Diary or Golden book to communicate essential information between teachers and parents/carers. Staff write a message in the child's diary every day and parents are asked to do the same. Early Years staff also use the online platform "Tapestry" to communicate regularly with parents.</p> <p>The views of our SEND pupils are sought informally through simple pupil voice questionnaires. From Year 3 onwards, more formal responses are gained through the PASS Survey (Pupil Attitudes to Self and School). Pupils' views are also recorded in the One Page SEND Pupil Profile documents.</p>

<p><b>How will my child's health and well-being be supported?</b></p>	<p>Pupil's emotional well-being and mental health is paramount to us and we take great care to ensure that all of our pupils enjoy school and have positive learning experiences throughout their time with us.</p> <p>Considerable emphasis is put on the teaching of personal, social and health education and pupils are given many and varied opportunities to enjoy a range of spiritual, moral, social and cultural experiences during their time at school. Each year the pupils choose peers to be representatives on our Pupil Council. They carry out a wide range of roles to support the development of the school. Staff treat pupils with respect and have high expectations of them. Much emphasis is placed upon developing pupils' confidence and self-esteem and ensuring that all our pupils feel valued. Relationships between pupils are excellent. All children are taught what they should do if they experience any form of bullying.</p> <p>There is a positive learning environment at the School and staff provide excellent role models. Our behaviour plan follows the "Good to be Green Scheme" which encourages pupils to take responsibility for their actions from the minute they start school. NCEA Thomas Bewick Primary School has a qualified Emotional</p>
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	<p>Literacy Support Assistant and a THRIVE practitioner that work with pupils who need additional emotional and mental health support.</p> <p>The school operates a 'Buddy system' which allows older pupils to support and act as positive role models for younger children.</p> <p>We also run prayer groups where children support the school, local and church community.</p> <p>Sally Milner is our chaplain who works across all NCEA schools and is available for all children and parents/carers.</p>
<p><b>What training do staff at the NCEA Thomas Bewick Primary School have?</b></p>	<p>We have a bespoke continuing professional learning programme which is accessed by all staff. All staff receive comprehensive and on-going training in meeting the learning and health/medical needs of our pupils.</p> <p>Whole staff training includes: Safeguarding and SEND.</p> <p>The annual training days are used to further extend staff knowledge and expertise and to work collectively on areas of whole school improvement.</p> <p>All teachers and teaching assistants undergo yearly appraisal procedures which identify any training needs.</p>
<p><b>How does NCEA Thomas Bewick Primary School support families?</b></p>	<p>NCEA Thomas Bewick Primary School staff establish a relationship with parents/carers prior to their child starting our Nursery or Reception class and we strive hard to ensure that this is a positive experience for parents/carers and other family members. Parents/carers are encouraged to play an active role in their child's education. All parents of children starting our Nursery receive a home visit prior to starting school.</p> <p>Parents of children starting Reception in September are invited to meetings in the second half of the Summer term with the class teacher to enable a smooth transition into school and to enable us to get to know your child and his or her needs well. The children attend transition visits so they can get to know their new teachers and friends.</p> <p>When required Early Health Assessments (EHA) are authored. Multi-agency meetings are subsequently held at regular intervals. These can be a valuable source of support for parents/carers.</p> <p>NCEA Thomas Bewick Primary School provides learner welfare support. The Learner Welfare team can support your child in school and help to support any additional issues you may be experiencing at home. We can signpost parents to parenting programmes such as "Triple P", "Incredible Years" and other local parent support groups and organisations. They have a wealth of knowledge and ideas for support and are very keen to help the children, parents/carers and their families. They can also suggest the names of other local and national organisations that may be able to help.</p> <p>Parents/carers are always welcome to speak to members of staff and are asked to make an appointment with the class teacher, this can be either face to face or via the telephone, if it is more convenient for parents/carers.</p>
<p><b>What activities are available to children outside of the school day?</b></p>	<p>NCEA Thomas Bewick Primary School operates after school sports clubs. There are also a number of other after school clubs which are held. Please contact the school for full details of sports clubs that are currently being held.</p> <p>Our Year 5 and 6 pupils visit Beamish in County Durham as part of a residential. Children can attend Breakfast Club and After School Clubs.</p>
<p><b>How will NCEA Thomas Bewick Primary School support my child at times of change?</b></p>	<p>In the Early Years all children are invited for a series of taster sessions prior to their admission to school.</p> <p>Time is spent talking with parents/carers, as we respect that they know their child better than we ever could. These approaches allow our staff to gain as much information as is practical to support a child's admission to school. When children move year group this is supported through a visit for the child to the</p>

	<p>new class on Transfer Day and, where necessary, additional transfer visits are arranged. We also produce a “My New Class” booklet containing photographs of the new classroom, teacher and teaching assistants.</p> <p>Members of Duke’s Secondary SENDCo and pastoral and learning support team work closely with the Primary SENDCos, Headteachers and other key staff to ensure a smooth transition from primary to secondary. Parents/carers have the opportunity to meet secondary staff during transition evenings and events. We also arrange additional transfer sessions for pupils transferring to Duke’s Secondary School. These transition sessions cover:</p> <p>Meeting new staff Getting to know the layout of the secondary campus Play times Lunch times</p>
<p><b>Who was consulted about this SEND Information Report ?</b></p>	<p>The SEND Information Report for NCEA Thomas Bewick Primary School is shared with Governors, Parents/Carers and Staff.</p>
<p><b>What can a parent do if they feel that The SEND Information Report is not being delivered or if their child’s needs are not being met?</b></p>	<p>If a parent has concerns about the provision available to their child at NCEA Thomas Bewick Primary School they are invited to discuss these promptly with their child’s class teacher in the first instance. If the class teacher is not available the Headteacher, Director of SEND or SENDCo will be available to meet with you at a convenient time.</p> <p>Parents are also able to contact “SENDIASS”, the SEND information, advice and support service, they offer advice and support to families of children and young people with special educational needs or disabilities, this is a free and confidential service. This service can be contacted by calling 01670 623555 or 01670 620350 or email: <a href="mailto:iass@northumberland.gov.uk">iass@northumberland.gov.uk</a> <a href="http://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/SEND/Northumberland-IASS.pdf">www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/SEND/Northumberland-IASS.pdf</a></p> <p>“Contact a family” is a national charity providing information, advice and support for families of disabled children.</p>
<p><b>How will The SEND Information Report be reviewed?</b></p>	<p>The SEND Information Report will be formally reviewed and updated on an annual basis to ensure that it is up to date. Governors, parents/carers and staff will be invited to take part in this process.</p>
<p><b>Who can I contact for further information about NCEA Thomas Bewick?</b></p>	<p>If you require any further information please do not hesitate to contact:</p> <p><b><u>Thomas Bewick C of E Primary School</u></b> <b>Jessica Williamson</b> Headteacher of Thomas Bewick C of E Primary School Moorhouse Lane Ashington NE63 9LP 01670 812075 <a href="mailto:admintb@thomasbewick.ncea.org.uk">admintb@thomasbewick.ncea.org.uk</a></p> <p><b>Fiona MacGregor</b> SENDCo of Thomas Bewick C of E Primary School Moorhouse Lane Ashington NE63 9LP 01670 812075 <a href="mailto:admintb@thomasbewick.ncea.org.uk">admintb@thomasbewick.ncea.org.uk</a></p> <p><b>Tanya Barlow</b> Primary Director of SEND</p>



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**The Northumberland County Council Local Offer can be found at:**  
<https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years.aspx>