



St Benet's RC VA Primary School

SEND Information Report

SENCOs – Mrs P Wright (part time) Mr D Alderson

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At St Benet's Catholic Primary School, we are committed to providing an inclusive environment for all students, including those with Special Educational Needs and Disabilities (SEND). We aim to ensure that every child receives the support they need to access the curriculum, achieve their potential, and thrive both academically and socially.

Four areas of SEND:

- **Communication and interaction** (e.g., autism spectrum disorder, speech and language difficulties).
- **Cognition and learning** (e.g., dyslexia, learning difficulties).
- **Social, emotional, and mental health difficulties** (e.g., ADHD, anxiety).
- **Sensory and/or physical needs** (e.g., visual impairments, hearing impairments).

Rationale

- To follow the guidelines set out in the SEN Code of Practice
- To ensure all pupils have equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities
- To identify children with SEN as early as possible
- To regularly track the progress of children with SEN through school tracking systems, regular meetings and support plans
- To provide regular training for staff in relevant areas of SEN
- To develop good relationships with parent/carers
- To support staff working with children with SEN
- To ensure that the SEN budget is used appropriately to fund high quality resources
- To work effectively with a range of external agencies
- To make effective links with other mainstream primary schools, secondary schools and special schools

Roles and Responsibilities

Governing Body

They will:

- appoint a governor with specific responsibility for SEN
- have regard to the SEN Code of Practice and provide strategic support to the head teacher
- ensure that there is a qualified teacher designated as SENCO
- cooperate with the local authority including developing the local offer and when the school is named in an EHC plan
- ensure that arrangements are put in place to support pupils at school with medical conditions
- ensure that all governors are aware of the school's SEN provision including the deployment of funding, equipment and personnel



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Head teacher

They will:

- take overall responsibility for implementing the code of practice
- ensure the wider school community understands the implications of SEN provision for whole school involvement
- ensure parents are regularly engaged in discussions about the progress of their child- three times per year
- ensure a process is in place for involving parents and young people in reviewing support plans
- report to the governing body on how resources are deployed to meet provision

Special Educational Needs Co-ordinator- SENCO

The role of the SENCOs includes:

- oversee the day to day operation of the SEN policy
- coordinating provision for children with SEN
- liaise with designated teacher where a Looked after Child has SEN
- overseeing SEN support plans and ensure teachers and support staff work closely with parents/carers to follow the graduated approach to SEN support
- liaise with parents of children with SEN
- maintain links with other educational settings and outside agencies
- liaise with the next providers of education
- ensure that SEN records are up to date
- contribute to the in-service training of staff

Class Teachers

- provide Quality First Teaching and a graduated approach of assess, plan, do ,review
- Focus on outcomes identified on support plans
- Have high expectations and aspirations for every pupil
- Set clear progress targets for pupils
- Work in partnership with pupils and parents/carers in planning and reviewing progress, seek their views and provide regular updates on progress



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Identification of SEND

We recognise that a child may have special educational needs if they:

- Have a significantly greater difficulty in learning than their peers.
- Require additional support beyond quality-first teaching to meet their learning needs.
- Have a disability that hinders them from making use of the educational facilities generally provided.
- Continue to work at National Curriculum levels substantially below that expected of children of a similar age
- Continue to have difficulty in developing literacy and mathematical skills
- Have emotional difficulties which substantially and regularly interfere with the child's own learning or that of the class group
- Have sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Have ongoing communication or interaction difficulties that impede the development of social relationships and cause barriers to learning

How We Identify and Assess SEND

At St Benet's Catholic Primary School, we follow a graduated approach as outlined in the SEND Code of Practice. The steps include:

- Monitoring progress: Regularly reviewing children's academic, social, and emotional development.
- Concerns raised: Parents, teachers, or the children themselves may raise concerns.
- In-school assessment: Our Special Educational Needs Coordinator (SENCO) works closely with class teachers to conduct observations and assessments.
- Parents meet with Senco and class teacher and may set specific targets for the child in line with quality-first teaching. These targets will be reviewed termly.
- After two reviews, if the child still requires additional support they can be placed on our Special Needs Register and will be given a support plan.
- The support plan will be reviewed termly with parents and class teacher.
- This graduated response follows the pattern of assess, plan, do, review.
- Referral to external agencies: If further support is needed, we may decide to seek advice or assessments from external professionals including:
 - Educational Psychologist- EP
 - Autism Outreach Team- AOT
 - Language and Learning Partnership- LLP
 - Behaviour Support Services- BSS
 - Speech and Language Therapies- SALT
 - Children and Adolescent Mental Health Services- CAMHS
 - Children and Young Peoples Service- CYPS
 - School Counsellor
- Any recommendations from these professionals will be added to the child's support plan



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Our Approach to Teaching Pupils with SEND

We believe in a whole-school approach to inclusion. Our staff are trained to differentiate learning activities and resources to suit individual needs.

Support includes:

- High-quality teaching adapted to meet the needs of all learners.
- Small group interventions and personalised support where necessary.
- Use of additional resources, including visual aids, sensory equipment, and assistive technology.
- Access to external specialist staff or services, where required, such as Speech and Language Therapists, autism outreach team, Educational Psychologist, LLP, BSS services, CAMHS/CYPS (see above)

Referral for Education, Health and Care Assessment (EHCP)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of a child, the child has not made expected progress, school or parents may consider requesting an Education, Health and Care assessment. To inform this decision the local authority will expect to see evidence of action taken by the school including:

- Records of regular interventions, strategies, reviews and their outcomes
- The child's health including medical history where relevant
- Early Learning goals and National Curriculum levels of attainment in literacy and mathematics
- Educational and other assessments from professionals
- Views of the parents and of the child
- Involvement of other professionals

Education, Health and Care Plan- EHCP

If an EHCP is issued this will be reviewed annually and will last until the child is 25 or until all targets are met. Children with an EHCP will have short- term targets set for them

Annual Reviews

It is a statutory requirement for children with an EHCP to have an Annual Review

At St Benet's school we hold annual reviews for children with an EHCP and termly reviews for children with a support plan. During these reviews feedback is given about a child's progress and where necessary new targets are set.



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SEN Register

This is a working document which the SENCO maintains and which indicates which children have SEN, which area/areas of SEN they are experiencing difficulties with and what stage they are working at.

How We Support Families

We recognise the importance of working closely with families. We offer:

- Regular meetings with the Class Teacher/SENCO to discuss progress and any concerns.
- Individualised Support Plans for children on the SEND register, which outline specific targets and strategies.
- Opportunities to meet with external professionals involved in supporting your child.
- Regular communication through parent-teacher meetings and written reports.
- There are some links included with this information below

Staff Training and Expertise

Our staff are committed to professional development in the area of SEND.

Recent training has included:

- Our Educational Psychologist offering the following training over this academic year: Interventions, Sensory Circuits and Zones of Regulation
- Autism awareness, Attention Autism, Intensive Interaction and other strategies.
- Visits to other settings to gain further experience and help with resourcing classrooms
- In school training to support the writing of targets in support plans

Transition Support

We understand that transitions can be challenging for children with SEND. To ensure smooth transitions:

- We offer additional transition visits for children moving from Early Years to Primary, and organise additional visits to secondary schools when needed.
- Collaborate with the SENCO from nursery or secondary schools to ensure a smooth transition and effective information sharing.
- Robust transitions between year groups including extra visits where necessary
- Pupil passports which can include photographs of the child's new setting and staff
- Transition meetings with child's current and next teachers



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Supporting Pupils with Medical Conditions

Our approach to supporting pupils with medical conditions complies with statutory duties under the Children and Families Act 2014 and the Department for Education's guidance *Supporting Pupils at School with Medical Conditions*. This includes ensuring that pupils with long-term or short-term medical conditions are able to attend school, enjoy a broad curriculum, and access all opportunities on offer. All staff receive appropriate training to support pupils with medical conditions.

This includes:

- General awareness training on common medical conditions (e.g., asthma, diabetes, epilepsy, severe allergies).
- Specific training for staff directly involved with pupils who have more complex medical needs (e.g., administering insulin, using an epinephrine injector, managing epilepsy).
- Regular updates to ensure that staff remain confident and competent in providing medical support.

Accessibility

We are committed to ensuring that our school environment is accessible to all pupils, including those with Special Educational Needs and Disabilities (SEND). Our approach to accessibility includes:

- Physical Environment: Our school is physically accessible, including accessible toilets, and wide doorways for wheelchair access and is on one level.

-Curriculum Access: Lessons are differentiated to meet the needs of all pupils. We provide resources such as large print materials, assistive technology, and sensory support where necessary.

-Communication Support: We offer additional support for pupils with communication needs, including visual aids, communication boards, and access to speech and language therapists if required.

-We have a sensory room which can be used to support children when necessary

We regularly review our accessibility arrangements to ensure that all pupils can participate fully in school life and learning.

Evaluation of SEND Provision

We continuously evaluate the effectiveness of our SEND provision to ensure that all pupils receive the support they need to achieve their potential. Our evaluation process includes:

- SEND Support Plan Reviews: The progress of pupils with SEND is reviewed termly through assessments and pupil progress meetings.
- External Review such as Educational Psychologists and specialist teachers, to assess the effectiveness of our support and make improvements where necessary.
- Data Analysis: SEND data is analysed to evaluate outcomes and identify any trends or areas for improvement.
- Our commitment to regular evaluation ensures that we provide high-quality, inclusive support that enables all pupils with SEND to thrive.



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Useful Links:

Sunderland Local Offer

<https://www.sunderlandinformationpoint.co.uk>

Sunderland SENDIASS (Special Educational Needs Disability Information, Advice Support Service)

Provide free, impartial and confidential information, advice and support to disabled children and young people and those with SEND from birth to 25 and their parents:/

Phone: 0191 5375764 (answerphone)

contact@sunderlandsendiass.co.uk

Daisy Chain

A parents and family support service focusing on the area of neurodevelopment

<https://daisychainproject.co.uk>

BBC Bitesize SEND

Activities, advice and personal stories about parenting and SEND to help you support your family

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