



St Bernadette's Roman Catholic Primary School

Live the Gospel and when necessary use words

SEN Information Report

Our SEN Information Report lets you understand how we support pupils with special educational needs and disabilities.

We say: "Our school is a fully inclusive school that strives to ensure that all pupils achieve their potential personally, socially, emotionally, physically and educationally."

Parents say: "Staff are hardworking and dedicated to supporting SEND pupils—it takes a special type of person to support vulnerable learners and St. Bernadette's have special staff"

Pupils say: "Staff make us feel comfortable to learn. They change things and make it fun."

November 2025

What is Special Education Needs?

In the Special Education Needs and Disability (SEND) Code of Practice, SEND is defined as:

A child or young person has SEND 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 educational facilities of a kind generally provided for others of the same age in mainstream schools.*

(Special Educational Needs and Disability (SEND) Code of Practice)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

At St Bernadette's we recognise that SEND needs fall into 4 different categories;

- **Cognition and Learning,**
- **Communication and Interaction,**
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical.**

St Bernadette's do not want to categorise pupils but the categories are helpful to help the school determine the most suitable action for the child. In practice, individual children or young people often have needs that cross one or more of the areas and their needs may change over time.

[Appendix A](#) sets out the 4 areas of need along with how we can support each area.

Teaching Approaches to Children with SEND

How teachers teach children with SEND will differ according to the need of the child. At St Bernadette's we recognise that children are individuals with individual needs.

How do we know when extra support is needed?

If a child is making slow progress, we will take steps to try and find why this is happening. This will include;

Discussions with the child,

Discussions with parents,

Discussions with previous teachers and support staff,

Analysis of data and assessments.

If, after supporting the child in this way, QFT strategies are not proving effective, we will look at implementing the **Graduated Approach** in order to delve deeper into a child's needs. This will allow us to further monitor their progress.

Assess—what are the child's barriers to learning.

Plan— targeted provision/support/strategies to assist.

Do—as we planned over 2 terms.

Review— the impact of the support which has been in place.



For some pupils, one cycle may remove a barrier to learning, for others, the cycle may develop and continue. At all points in the cycle, parents will be kept updated and invited in to school to discuss targets and next steps. Where appropriate, children will also be consulted and their views and opinions shared openly amongst staff and parents.

Special Educational Needs Coordinator

(SENDCo)

Mrs Abbie Walker

The Special Education Needs Coordinator (SENDCO) is Mrs Abbie Walker. Her duties include:

- Overseeing the day-to-day operation of the school's SEN policy and information report.
- Coordinating provision for children with special educational needs and disabilities
- Liaising with and advising fellow teachers.
- Supporting the development of support staff.
- Overseeing the records of all children with special educational needs.
- Liaising with, but more importantly, working with parents/carers of children with special educational needs and disabilities.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.

Mrs Laura Fallon—Headteacher

As Head teacher, Mrs Fallon is also highly involved in the provision for children with special needs. Through working effectively with the SENDCo and all members of staff, Mrs Fallon promotes the importance of early identification of SEND and the impact an embedded graduated approach of 'Assess, Plan, Do, Review' can have.

Mrs Angie Alexander—SEN Governor

Mrs Alexander is a link governor works alongside the Headteacher and SENDCo to ensure school is offering effective provision. She has a strong interest in Special Educational needs and personal experience of navigating the SEN process, for her own children and family members. She understands the various challenges from the perspective of both families and schools.

Staff Roles

All staff are involved with supporting children with Special Educational Needs.

The staff at St. Bernadette's RC Primary School will work together to:

- Ensure children who may have SEND are identified as soon as possible.
- Arrange meetings which are held when a concern has been expressed by parents, teachers or external professionals.
- Create Termly SEND Support Plans with long term goals and short term targets as well as including information on how the pupil is being supported.
- Hold annual reviews for children with Education, Health and Care Plans.
- Ensure that all children are tracked through the school assessment system.
- Ensure progress is reported at parents evenings and in termly reports.
- Operate an open door policy and liaise with parents.

Staff have a range of involvement and key responsibilities with regard to Special Educational Needs and can all be contacted on 0191 6433400

Teaching Staff

At St. Bernadette's Catholic Primary School the class teachers first and foremost provide high quality, engaging and teaching and learning. In addition to this they:

- Recognise the individual needs of children in their class and promote challenge for all.
- Liaise with the SENCo for informal advice or to raise concerns.
- Produce targets based on their children's needs and offer opportunities to work towards them.
- Implement targets and provision included in SEND Support Plans.
- Communicate directly with parents through a range of channels.
- Track pupil progress.
- Participate in Parents Evenings and parent discussions where applicable.
- Contribute information at review meetings.
- Attend feedback meetings from external agencies.

Staff are aware that 'Every teacher is a teacher of Special Educational Needs' and frequently take up opportunities for further training and support to develop their understanding and skill-sets.

Support Staff

At St. Bernadette's we place great importance on the deployment of our support staff. Support staff, with guidance from the SENDCo, Headteacher and members of the senior leadership team, work to support and challenge pupils in our care.

- Offer focused support during morning lessons as well as offering the teacher opportunities to work more closely with SEND pupils.
- Promote independence by offering a 'drop in and drop out' system to allow pupils the chance to tackle challenges—however they are available to offer further support when needed.
- They offer a variety of interventions, recommended for SEND children by external agencies. These include, communication based interventions, and SEMH based interventions such as Socially Speaking, Talk for Listening, Lego Therapy and Thrive. Support staff also deliver individualised programmes from the Dyslexia Team, Speech and Language Therapy.

Working with families

St. Bernadette's RC Primary School work in partnership with families in order to support their pupils both in and outside schools.

We believe that a collaborative approach is key and through working together, we can make achievement possible.

Families are also invited to assist with the setting and reviewing of individual targets for pupils on the SEND register as well as discussing and evaluating provision and considering next steps.

In addition to this, families are also signposted to other agencies/services/organisations through the [Local Offer](#).

In cases where a pupil who has SEN is also a 'Looked After Child', the SENCO will work closely with the Designated Person for Looked After Children to ensure needs are met.

The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) is a specialist service who can help and guide you in all aspects of special educational needs.


Call on (0191) 643 8317 | 643 8313 or Email: sendiass@northtyneside.gov.uk.

Graduated Approach—Assess

At St. Bernadette’s we place high importance on the early identification of any additional needs. Through discussions, both formally and informally with staff and parents we are able to share concerns.

These concerns (whether it be by parents or staff) will be noted down on a SEND ‘monitoring’ form and the class teacher will set some SMART targets suitable for your child. The monitoring form will also state the extra provision that will be made to help your child meet these targets. These targets will be reviewed termly and in some cases half termly.

If after some time, your child is still making slow progress we may want to refer your child to an outside agency who can offer specialist support and give the school guidance on the best way to meet your child’s needs. Targets will be set from this guidance on a SEND Support Plan and it is at this point your child will be added to the school’s SEND register.



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Our mission as a Roman Catholic primary school is to provide a catholic education that puts the word of God at the centre of our school. Our purpose is the happiness of all of our community through the pursuit of school-wide excellence; with success measured on our ability to sustain and enhance our position as a thriving example of Christ-centred education.

Name of child: I am being monitored I am on the SEND register

Assess	Plan	Do	Review
What are the main barriers to learning? What are parents' concerns? Are there any signals pointing to SEND? What has been tried already?	Teacher, parent, child agree on intervention and agreed outcomes for the child.	What will be done to help this child meet their targets? What will support look like in / out of class. Time needed for support to be included.	Impact of support along with views of child and parent. Revise the plan if targets met or not met. What next?
Spring 2 2022 - Summer 1			
Summer 2 - Autumn 1 2022			

Graduated Approach—Plan

When a concern has been expressed or a need has been identified, the next stage is to plan to make adjustments to the provision to support the child. This planning can come in various different forms.

It could involve requesting support from an external professional:

If additional support is required, the school work in partnership with a number of other agencies including:

Educational Psychologist	Silverdale Outreach
Dyslexia Referral Team	School Nurse
Educational Welfare	Speech and language therapist
Language and Communication Team	Early years Portage Service
Child and Adolescent Mental Health Services (CAHMS)	Children's Services
School Counsellor	Health Visitors
	And others when needed

It could involving finding and then investing in staff training:

Over the last 3 academic years, staff have taken part in a wealth of training at different levels.

SENDCo

The SENDCo has undertaken the **SENDCo Award** which was delivered by the University of Wolverhampton, she has also taken part in the **SEMH Lead training**. Alongside this, she regularly updates her CPD with online training by The National College. She has also attended the **Drawing and Talking** Practitioners course.

Staff have access to training from the national college. There has also been training on—

Autism and girls	The Incredible 5 point scale
Precision Teaching	Communicate and Regulate
Inclusion	
Adaptive teaching strategies	
Writing Social Stories	

Graduated Approach—Do

When advice has been received from an external agency, it is at this point that a child would usually go on our SEND register (although there are some exceptions to this). Up to this point a child has just been monitored. The plan and recommendations that have been made is then acted upon. This comes in many forms—from using an iPad app, to offering a regular or short burst intervention, from creating a visual timetable to setting up a reward chart. Our aim is to remove the barrier to learning! We want to change the environment for learning as much as possible to support the learner.

Transition

Transition, both from year group to year group and from school to school is something St. Bernadette's carefully consider.

We ensure that teachers have sufficient handover time, supported by the SENCo to ensure needs are shared and therefore met at the beginning of a new academic year. We also work with parents when considering secondary schools to ensure the best choice is made.

We will work in partnership with other education providers to ensure that pupils make a successful transition to the next stages of their learning, through careful and coordinated planning of the transition.

- Our EYFS lead will carry out home visits and nursery visits to all children who are due to join St Bernadette's.
- New starters will always be invited in for a visit and depending on need could be offered an individualised programme.
- As children transition to new classes, all children meet with their new teacher, are sent a welcome email during the holidays informing them what their first day in their new class will look like. Social stories will also be made for children who require these.
- Staff from the relevant High School are invited to attend any Year 6 statement or Education Health and Care plan review meetings.
- Children with Special Educational Needs going to High School are offered extra transition days above the days all children receive.
- Children meet High School support staff who will be working with them on these transition days.

All complaints will be dealt with as sensitively and swiftly as possible. Initially the SENDCO should be contacted and then the nature of the complaint will determine the course of action to be taken and the people involved. Wherever possible the complaint will be dealt with by the SENCO but it may be necessary to involve other staff, the Head teacher and the Governing Body. For full information on the complaints procedure – see the school complaints policy.

If you would like a printed copy of this document, a conversation about anything in it or any further help, please contact Mrs Abbie Walker on 0191 6433400.

Also, look out for the Frequently Asked Questions around SEND in school in the [Special Educational Needs section of the website](#).

Another useful document is the school [SEND Policy](#)—also on the website.

To visit the SENDIASS website—[click here](#).

To return to North Tyneside's Local Offer—[click here](#).

<p>School entitlement offer to pupils with Special Educational Needs and Disabilities</p>	<p style="text-align: center;">APPENDIX A</p> <p style="text-align: center;">Support Available Within School</p>
<p>Communication and Interaction Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Autistic Spectrum Disorders • Speech, Language and Communication Needs • Social communication difficulties 	<p>Visual timetables</p> <p>Areas of low distraction</p> <p>Support / supervision at unstructured times of the day</p> <p>Social skills programme / support</p> <p>Small group work to improve skills.</p> <p>IT is used to support learning where appropriate</p> <p>Strategies / programmes to support speech and language development</p> <p>Strategies to reduce anxiety / promote emotional wellbeing and understanding</p> <p>Where appropriate we will use support and advice from other partners to meet the needs of pupils</p> <p>Planning, assessment and review</p> <p>Work with pupils, parents, carers and staff to develop and review plans based on the needs of each pupil</p> <p>Teaching resources are routinely evaluated to ensure they are accessible to all pupils</p> <p>Scaffolded curriculum and resources</p>
<p>Cognition and Learning Needs:</p> <p>e.g.</p> <p>Moderate Learning Difficulties</p>	<p>Strategies to promote/develop speaking and listening, reading, writing and mathematics</p> <p>Provision to support access to the curriculum and to develop independent learning</p> <p>Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas e.g. reading groups</p> <p>IT is used to reduce or remove barriers to learning where possible</p> <p>Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to</p> <p>Planning, assessment and review</p> <p>Access to teaching and learning for pupils with special educational needs is monitored through the schools self-evaluation process</p> <p>Teaching resources are routinely evaluated to ensure they are accessible to all pupils</p> <p>Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil</p> <p>Differentiated curriculum and resources</p>

<p>Social, Mental and Emotional health</p> <p>e.g.</p> <ul style="list-style-type: none"> • Behavioural needs • Social need • Mental health needs • Emotional Health and Well-being 	<p>The school vision and mission values ALL pupils</p> <p>School Counsellor one day a week who also delivers whole class sessions on well-being as well as 1:1 .</p> <p>Behaviour management systems encourage pupils to make positive decisions about behavioural choices.</p> <p>Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities</p> <p>The school provides effective pastoral care for all pupils</p> <p>Support and advice is sought from outside agencies to support pupils, where appropriate</p> <p>Small group programmes are used to improve social skills and help them deal more effectively with stressful situations</p> <p>Outdoor learning is used to offer a rich and varied approach to the curriculum.</p> <p>Information and support is available within school for behavioural, emotional and social needs</p>
<p>Sensory and Physical Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Hearing/Visual Impairment • Multi-sensory impairment <p>Physical and Medical Needs</p>	<p>Support and advice is sought from outside agencies to support pupils, where appropriate</p> <p>IT is used to increase access to the curriculum</p> <p>Support to access the curriculum and to develop independent learning</p> <p>Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical needs</p> <p>Access to Medical Interventions</p> <p>Access to programmes to support Occupational Therapy / Physiotherapy.</p> <p>Support with personal care if and when needed</p> <p>Staff understand and apply the medicine administration policy</p> <p>The Special Educational Needs coordinator completes any necessary training in order to offer advice and guidance to staff about the needs of pupils</p> <p>Entrances to the school have ramps fitted to allow wheelchair access</p> <p>The school has disabled toilets / facilities</p>

Appendix A

<u>Area of need</u>	<u>Examples of need</u>	<u>Examples of provision (alongside QFT strategies)</u>
Communication and Interaction	<p>Speech and language difficulties</p> <p>Social Communication difficulties</p> <p>ASD - Autism</p> <p>Processing difficulties</p>	<p>Access to SALT therapists who assess and review children.</p> <p>SALT sessions 2-3 x weekly with a trained HLTA</p> <p>Pre-teaching of key vocabulary</p> <p>Communication interventions</p> <p>Support, advice and recommendations from North Tyneside's Language and Communication Team</p> <p>Educational Psychologist involvement</p> <p>Visual timetables</p> <p>Areas of low distraction</p> <p>Support / supervision at unstructured times of the day</p> <p>Social skills programme / support</p> <p>Small group work to improve skills.</p> <p>IT is used to support learning where appropriate</p> <p>Strategies to reduce anxiety / promote emotional wellbeing and understanding</p> <p>Planning, assessment and review</p> <p>Work with pupils, parents, carers and staff to develop and review plans based on the needs of each pupil</p> <p>Scaffolded curriculum and resources</p>

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Social, Emotional and Mental Health	ADHD Anxiety/Depression Self-harm Eating Disorders Attachment Disorder Obsessive Compulsive Disorder -OCD	<p>Access to a school counsellor</p> <p>Thrive individual assessments and work with a trained Thrive practitioner</p> <p>Educational Psychologist involvement</p> <p>Whole Class Thrive activities</p> <p>The school vision and mission values ALL pupils</p> <p>School Counsellor one day a week who also delivers whole class sessions on well-being as well as 1:1 .</p> <p>Behaviour management systems encourage pupils to make positive decisions about behavioural choices.</p> <p>Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities</p> <p>The school provides effective pastoral care for all pupils</p> <p>Support and advice is sought from outside agencies to support pupils, where appropriate</p> <p>Small group programmes are used to improve social skills and help them deal more effectively with stressful situations</p> <p>Outdoor learning is used to offer a rich and varied approach to the curriculum.</p> <p>Information and support is available within school for behavioural, emotional and social needs</p>

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<u>Area of need</u>	<u>Examples of need</u>	<u>Examples of provision (alongside QFT strategies)</u>
Cognition and Learning	<p>Dyslexia</p> <p>Dyscalculia</p> <p>Dyspraxia</p> <p>Processing/memory difficulties</p> <p>SPLD - Specific learning difficulties</p> <p>MLD - Mild learning difficulties</p>	<p>Support , advice and recommendations from the North Tyneside Dyslexia Team</p> <p>1:1 support 2-3 x weekly in dyslexia and dyscalculia from a trained TA.</p> <p>Educational Psychologist involvement</p> <p>Use of technology to support</p> <p>TA support</p> <p>Intervention groups</p> <p>Strategies to promote/develop speaking and listening, reading, writing and mathematics</p> <p>Provision to support access to the curriculum and to develop independent learning</p> <p>Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas e.g. reading groups</p> <p>IT is used to reduce or remove barriers to learning where possible</p> <p>Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to</p> <p>Planning, assessment and review</p> <p>Access to teaching and learning for pupils with special educational needs is monitored through the schools self-evaluation process</p> <p>Teaching resources are routinely evaluated to ensure they are accessible to all pupils</p> <p>Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil</p>

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<u>Area of need</u>	<u>Examples of need</u>	<u>Examples of provision (alongside QFT strategies)</u>
Sensory and Physical	Visual Impairments Hearing Impairments Medical condition that impedes mobility. Hypermobility	In class adaptations Movement breaks Printed information at desks Positioning in class Use of technology Support from Occupational Therapists Support and advice is sought from outside agencies to support pupils, where appropriate IT is used to increase access to the curriculum Support to access the curriculum and to develop independent learning Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical needs Access to Medical Interventions Access to programmes to support Occupational Therapy / Physiotherapy. Support with personal care if and when needed Staff understand and apply the medicine administration policy The Special Educational Needs coordinator completes any necessary training in order to offer advice and guidance to staff about the needs of pupils Entrances to the school have ramps fitted to allow wheelchair access The school has disabled toilets / facilities

Appendix B

