SPARK EDUCATION TRUST

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SEND INFORMATION REPORT

OCTOBER 2026

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V1 September 2025	Review of legislation and guidance, update of format
V2 October 2026	Review of legislation and guidance, update of format

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Roles and Responsibilities

SCHOOL LEADS:

Mrs S Clift (Headteacher)

Mrs J Patterson (SENDCo)

Mrs J Hepple P.S.A

Tel: 01642 371647
Email: Bewley@bewleyprimary.org.uk

Who is the best person to speak to at Bewley Primary School about my child's SEN?

Your child's class teacher is the first person to talk to if you have concerns about how your child is getting on in school. However, we also have other staff who you can contact.

Class teacher

They are responsible for:

- Checking the progress of your child - Identifying, planning and delivering any additional support your child may need.
- Monitoring delivery of additional support from other staff within school.
- Ensuring that the SEND Teaching and Learning Policy is followed within the classroom setting.

Special Educational Needs Coordinator (SENDCo)

Responsibilities include:

- Co-ordinating SEND support within school including developing the school's policy to ensure that all children with SEND get a consistent, high-quality response to their needs.
- Liaising with external agencies within school to support children with SEND (Educational Psychologist, Speech and Language, CAMHs, Occupational Therapist etc)
- Updating the school's SEND register and monitoring the SEND Tracker.
- Providing support and advice for staff in supporting children with SEND.
- Ensuring that parents are involved in:
    - supporting with their child's learning
    - reviewing their child's progress
    - planning ahead for their child

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Headteacher

Is responsible for:

- The day to day management of all aspects of school including the provision and support provided for children with SEN within school.
- They will give responsibility to the SENCO and class teachers but are still responsible for ensuring that your child's needs are met.
- Keeping the governing body up to date about any SEN issues within school.

SEN Governor and Chair of Governors

They are responsible for:

- Making sure that any additional support required for children in school with SEND is provided.

The kinds of SEN that are provided for at Bewley Primary:

Our school currently provides additional and/or different provision for a range of needs, including:

Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

In school we can support your child in the following ways-

- Access to small group and/or individual programmes of work to develop skills in communication, interaction, emotional awareness, self-care, flexible thinking
- Specific speech and language programmes designed by The Speech and Language Team
- Use of resources such as visual timetables and social stories
- Access to quiet areas
- Use of speech and language programmes such as Talk Boost and Time to Talk.
- Making changes to lunch and/or breaktimes
- Using technology when appropriate eg: laptops.
- Careful planning of transitions between year groups and key stages.
- Mentoring and/or buddy systems eg: Playground Friends
- Social stories developed alongside a TA
- Children with a working diagnosis of any neurological conditions and Autism Spectrum Disorder can access support from Daisy Chain.

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Cognition and learning, for example, dyslexia, dyspraxia

In school we can support your child in the following ways –

- Regular, individual or small group programmes of work with a teacher or TA
- More small group support in class
- Practical aids for learning e.g. table squares, time/number lines, pictures, photos, accessible reading material suited to age
- Language development programmes e.g. Read Write Inc.
- Numeracy development programmes e.g Catch up Numeracy
- More use of ICT equipment and software
- Flexible groupings in classes
- Changes to assessments to make access easier e.g. readers, scribe, use
- of ICT
- Curriculum will be adapted to meet the learning needs of different children
- Use of strategies such as simple instructions and frequent repetition and reinforcement.
- Educational psychologist assessments and support from Stockton LA through an application to the SEND multi-agency panel (SENDMAP).

Social, Emotional and Mental Health difficulties, for example, attention deficit hyperactivity disorder (ADHD)

In school we can support your child in the following ways –

- Mentoring with school Parent and Pupil Support Advisor, Mrs Hepple
- Time time with key person, for e.g. Class teacher or TA
- Individualised rewards system
- Use of Drawing and Talking programme with an experienced teaching assistant.
- Advice and support for family and staff from the school's Educational Psychologist (EP).
- Playtime and lunch time social and emotional support in break and lunch clubs
- Access to the school's play therapist
- Thrive Approach
- Access to external counselling services and the Mental Health Trailblazer team

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- Opportunities to develop Social Emotional Aspects of Learning through whole class lessons using talking time, circle time, opportunities to co-operate and valuing, and respecting the views of others.

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

In school we can support your child in the following ways-

- Access to quiet areas/individual work area
- Access to small group and 1:1 support in school to aid difficulties with balance and co-ordination.
- Physical aids from specialist services e.g. wheelchair, walking frame, hearing aids, large print materials.
- Access to a specialist teacher/LSA for the hearing/visually impaired.
- Access to support for personal care
- Access to school nurse service.
- Therapy programmes delivered in school, designed by specialists e.g. Occupational Therapists, Physiotherapists
- Adapted curriculum to enable full access e.g. modified PE curriculum.
- Prescribed medication is stored in a locked cupboard in the school office. Only specifically named staff may administer medication to a child.

Identifying pupils with SEN and assessing their needs

Assess, Plan, Do, Review

Provision for children with special educational needs is a matter for the whole school. This includes the governing body, the school's head teacher, the SEND co-ordinator and all members of staff, particularly class teachers and teaching assistants. All teachers are able to differentiate to meet the needs of children with special educational needs. At Bewley we aim to follow the recommendations of the 'assess, plan, do, review' cycle outlined in the SEND Code of Practice (2015).

Assess

School-based assessment procedures are a continuous and systematic cycle of planning, action and review, developed in a way to enable children with special needs to learn and progress. Assessment is seen as a natural extension of the school's approach to assessment generally and the meeting of the needs of all pupils.

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We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Assessing and reviewing pupils' progress towards outcomes

As mentioned, we will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

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Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Pupil voice is sought and recorded

We will formally notify parents when it is decided that a pupil will receive SEN support and ask parents to sign consent forms.

Plan

When a child has an identified special educational need, the SENDCO and class teacher will use this information to:

• Provide starting points for the development of provision required to support the child.

• Identify and focus attention on action to support the child within the class.

• Use the assessment processes to identify any learning difficulties, referring to the school Educational Psychologist, where necessary.

• Ensure ongoing observation and assessments providing regular feedback about the child's achievements and experiences. This will inform the next steps of learning.

Do (Early Intervention)

At Bewley, we recognise that the earlier a pupil's needs are identified the more successful interventions are likely to be. The school procedures are responsive to and supportive of such early intervention.

What is provided?

Quality First Teaching – High-quality classroom teaching designed to meet the needs of all pupils

High Expectations - Teachers have the highest possible expectations for your child and all pupils in their class.

Planning for Progression - All teaching is based upon building on what your child already knows, can do or can understand.

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A wide range of learning opportunities - Children are given the opportunity to learn in different ways. These include independent learning, collaborative learning and kinaesthetic learning.

Specific strategies - Teachers to use specific strategies suggested by external staff (Educational Psychologist, Speech and Language Therapist, Occupational Therapist and Local Authority Advisers) to support your child's learning.

Within School Intervention-

Should you wish to discuss interventions, please discuss with the class teacher.

Early Years /Foundation Stage

At Bewley, children can start school at 3 years old and attend our Nursery. In Early Years we aim to identify children with particular needs as early as possible.

Children with SEND will receive support which is ***adapted, additional to or different from the provision made for other children.*** All of our teachers take account of a child's SEND needs in planning and assessment. We pay particular attention to early language and communication, cognitive skills, personal, social and emotional development (PSED) and gross and fine motor skills.

Teachers plan where necessary to develop children's understanding through the use of all available senses and experience. They plan to enable children to take part in learning including physical and practical activities. They also help children to manage their behaviour in order to take part in learning effectively and safely.

A large number of intervention programmes and resources are in place for children who require additional support with oracy and literacy skills. These language interventions include:

Talk Boost

Time to Talk

Gross and fine motor activities

Children who speak English as a second language may also require additional modified programmes and differentiation of the curriculum.

For children with specific identified or diagnosed needs, we work very closely with external agencies to ensure that the best possible support is in place (e.g. Educational Psychologist, Play Therapist, Speech and Language Therapists, Occupational Therapists).

Key Stage One and Two

Intensive Reading – 3 x weekly reading sessions with a teaching assistant to develop reading skills

Play Therapist- Our Play Therapist offers 1-1 play therapy sessions.

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Thera play - Thera play is aimed at building and enhancing attachment, self-esteem, trust in others, and joyful engagement. It is based on the natural patterns of playful, healthy interaction and is personal, physical, and fun.

Numeracy Catch up- a one to one intervention for learners who are struggling with numeracy. It is delivered by Teaching Assistants and consists of two 15-minute sessions per week.

Precision Teaching- Children work in small groups with a teaching assistant to target specific areas of difficulty, this could be in reading, writing or maths.

Keyworkers- Many children with SEN benefit from having a designated person to check in with on a daily basis. This helps to support and develop the children's confidence and well-being.

Motor Skills – Gross and fine motor skill programmes of work are delivered to children to children who need additional support.

Drawing and Talking- Drawing and Talking is a safe and easy drawing technique for use with children and young people who have suffered trauma or have underlying emotional difficulties affecting their mental health and well-being.

Time to Talk and Socially Speaking- Programmes of work to develop Social Interaction Skills

Emotion Express - to help children to understand and talk about their emotions and to develop resilience.

SEN Support- Who can receive this level of support?

Once a Special Educational Need has been identified and following discussion with parents, a child will be placed on the school SEN register. A SEN support plan will be created for these children and they will receive in school SEN Support following the graduated approach. The interventions provided will be matched to the individual needs of the pupil and will be reviewed termly to ensure progress is made.

Review

Any interventions taking place will be assessed and reviewed to ensure that they are having a sufficient effect on a child's progress. Any necessary amendments will be made and a new cycle will begin.

Parents will be involved at all stages.

How will your child's progress be measured?

Your child's progress is continually monitored by his/her teacher and the Senior Leadership Team. This happens termly, through pupil progress meetings. His/her progress is reviewed formally every term against age-related expectations. The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education invited to attend.

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High Needs Funding

All schools are delegated funding to support children with SEN. If the provision needed is above and beyond what can normally be provided, schools can apply for additional funding to ensure needs are met.

Education, Health and Care Plans

Where your child's needs cannot be met through SEN support, the school, or yourself, can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process, further information found on the Stockton SEN's Local Offer:

Local Authority Local Offer

After information has been gathered from school and any external agencies, the Local Authority will then decide whether they think your child's needs warrant a statutory assessment. Should your child require an EHCP this will come in draft form initially to allow you to check that you are happy with the provision outlined. This will then be formalised.

Who can receive this level of support?

Children with severe, long-term and more complex needs.

How will we support your child with transition to another area/school?

We recognise that 'moving on' can be very difficult for children with SEN. We aim to make the experience as easy as possible for them.

If your child is moving to another school: -

- We will contact the school SENDCO and ensure he/she knows about any special arrangements or support needed for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving years in school: -

- Information about your child will be shared with their new teachers.
- If your child would be helped by a personalised plan for moving to another year, we will put this in place.

Supporting pupils moving between phases and preparing for adulthood-

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- We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Our approach to teaching pupils with SEN

Bewley Primary School aims to ensure that all children's individual needs are met so that they are able to achieve their educational potential, and is committed to providing, for each pupil, the best possible environment for learning. We recognise that pupils may have special needs at some point during their school life and believe the support we can offer will help them to overcome any difficulties.

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

How will teaching be adapted to meet my child's needs?

Quality first teaching will mean that teachers adapt to all children's needs within their class. Teaching assistants will support your child's needs within the classroom when required. Technology is available to support your child alongside specific strategies and plans that have been devised.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

How have we made Bewley a supportive environment accessible to children with SEND?

- We ensure that any equipment used is accessible to all children regardless of their needs. All children have access to working walls, which give them additional information and strategies to use when they need it. At Bewley we also value collaboration so children are encouraged to talk with one another and help each other in their learning. Various technologies are available to support children with their learning.
- Where appropriate, teaching assistants work with groups of children to address gaps in their learning and give them a boost.

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- Children that need additional resources, such as coloured overlays, pencil grips, visual timetable or slope board, are given access to them and monitored to measure impact.
- We offer a variety of after school clubs e.g. Multi-sports, Razzamataz, Football, etc.
- Staff use visual timetables and now/next boards when children in their class need them.
- We have teaching assistants who are trained to deliver the interventions listed in the 'Do' section of this report.
- Teaching assistants will support pupils on a 1:1 basis when identified through HNF support or EHCP plans.
- Teaching assistants will support pupils in small groups in order to deliver pre, post or precision teaching to ensure gaps are closed.

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

Bewley Primary School aims to ensure that all children's individual needs are met so that they are able to achieve their educational potential, and is committed to providing, for each pupil, the best possible environment for learning. We ensure that the special educational needs of individual pupils never impacts on the quality of education or opportunities available to them.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Bewley Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

The Single Equality and Accessibility Plan can be found on the Bewley School Website.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

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- We have a number of teaching assistants that act in a 'keyworker' role to support individual children
- We provide when necessary a 'safe quiet space' for children to access when they need to self-regulate
- A range of resources to support self-regulation
- We have a zero tolerance approach to bullying
- Throughout school we teach Personal, Social, Health and Economic Curriculum (PHSE) as part of the curriculum. Children take part in weekly lessons dedicated to supporting well-being and promoting self-esteem.
- We are a Rights Respecting School and achieved the Gold Award Mark

External Agencies

Should your child need intervention from an external agency then we will discuss this with you and there may be permission forms to sign. If you feel your child may need this support but you have not yet been approached, please contact the SENDCO or your class teacher.

We work with the following agencies to provide support for pupils with SEN

- **Educational Psychologist** - At Bewley, we have an educational psychologist (EP) who in to supports throughout the year. The EP observes children and recommends next steps to class teachers and parents. This includes referral to CAMHs, evidence for an Education, Health and Care Plan assessment, evidence for high needs funding and strategies for the teacher to use in class.
- **Speech & Language** - At Bewley Primary School, Teaching assistants work closely with speech and language therapist to support children with speech and language difficulties.
- **Play Therapist** - Our Play Therapist works closely with teachers and our PSA to identify and support children with their SEMH needs.
- **Occupational Therapy** - School is able to make referrals to OT when necessary. The SENDCO supports staff in delivering recommendations from OT reports.
- **Health visitors** -Work with pre-school and nursery children who have additional needs
- **School Nurse** –advise with the health and well-being of children
- **CAMHS**- The SENDCO will support staff in completing CAMHs referrals and will liaise with professionals.
- **Visually Impaired Service**- The SENDCO will support staff in meeting recommendations from VI service.
- **The Sensory Teaching Advisory and Resources Service (STARS) provides** hearing and vision support to learners aged 0 to 25 years.

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- **Social services** -Support families providing help for vulnerable pupils.
- Specialist schools or enhanced mainstream provision- providing specialist advice.
- Working with pre-schools and secondary schools to plan transition.
- **Trailblazer Mental Health Team-** The mental health team work with children who have low levels of anxiety. They also work alongside CAMHs and can refer children into their service.
- **Daisy Chain-**Daisy chain offer support for children who have ASD or are awaiting an assessment. They also offer support for families and teachers.

Who can receive this level of support?

- Children who have specific barriers that cannot be overcome by quality first teaching and intervention groups.

Expertise and training of staff

Our SEN Team comprises of Mrs Clift and Mrs Patterson. Mrs Clift has previously been a SENDCo for many years and completed the National Qualification for SENCOS in June 2014. She is currently Headteacher and an Attachment Lead. Mrs Patterson joined The SEN Team as SENDCo in September 2022. She completed the National Award for SENCOs (NASENCO) in September 2023.

The SENDCo is allocated 3 days a week to manage SEN provision.

We have a team of highly skilled teaching assistants, including one higher level teaching assistant (HLTAs) who are trained to deliver a range of SEN provision.

The Teaching assistants are organised in SEN Teams and develop their areas of expertise in the four key areas of SEN through continuous professional development.

The SENDCo's job is to support teachers in planning for children with SEN. Staff are encouraged to request support for those children that are not making as much progress as expected or if they feel they need emotional support. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the specific needs of their class.

Securing equipment and facilities

Teachers are able to complete requisitions for resources as and when appropriate. Similarly, the SENDCO will recommend resources if support is required. This will be funded through the school's SEN notional budget. Specific resources are purchased for children who are in receipt of HNF or have EHCP's, these are recorded on their Costed Provision Maps and funded through their top up funding.

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Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after each half-term
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher/SENDCO/head teacher in the first instance. They will then be referred to the school's complaints policy.

This policy aims to reassure that any concern or complaint raised will be dealt with in a fair, open and responsive way with the aim of achieving a speedy and satisfactory resolution. The school recognises a willingness to listen to questions and criticisms and to respond positively and in a way in which improvements can be made to school practices.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

What support is available as a parent with a child with SEND?

At Bewley, we hold two parent consultations a year. However, should you require further meetings these can be arranged on request. Those children with Special Educational Needs and Disabilities will have at least one meeting per term.

Stockton's Special Education Needs and Disability Information and Advice Service.

SEND IASS - the Special Educational Needs and Disability Information, Advice and Support Service team. Telephone - 01642 527158 or email at SENDIASS@stockton.gov.uk

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Aspire – an independent support service for families with children and young people with special needs or disabilities. Telephone 0191 383 7430 or email: enquires@aspirepcs.com

The local authority local offer

Bewley Primary School's Local Offer gives information for parents, carers and people who support pupils with Special Educational Needs and Disabilities (SEND). It outlines the support and provision parents and carers can expect to receive for a child with SEND. All Stockton schools are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible development within school.

The Stockton Local Offer can be found at-

https://www.stocktoninformationdirectory.org/kb5/stockton/directory/localoffer.page?localofferchannel=0

Monitoring Arrangements

This policy and information report will be reviewed by Jacqui Patterson (SENDCO) and Sheona Clift, Headteacher **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Links with other policies and documents

This policy links to our policies on-

- Single Equality and Accessibility plan
- Behaviour
- Supporting pupils with medical conditions

SEN Information Report will be reviewed annually

Next review date October 2027

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