

Special Educational Needs (SEN)

Information Report



Bishop Wilkinson
Catholic Education Trust
Through Christ, in Partnership

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Statutory Policy: Yes

Required on Website: Yes

Approved By: Local Governing Body

Related Documents: Equal Opportunities Policy, Bullying & Cyber-bullying Policy, Admissions Policy, Safeguarding & Child Protection Policy, Intimate Care Policy, Educational Visits Policy, Behaviour Policy, Our Local Offer, Complaints Policy, First Aid Policy, Supporting Pupils with Medical Needs Policy and Teaching & Learning Policies

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Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, please read our SEND policy.

The SEN Information Report we produce is in line with:

- [Section 69 of the Children and Families Act 2014](#),
- [Regulation 51 and Schedule 1 of the SEND Regulations 2014](#)
- [paragraphs 6.79-6.81 of the SEND Code of Practice](#).

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	e.g., Autism spectrum disorder e.g., Speech and language difficulties
Cognition and learning	e.g., Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia, Moderate learning difficulties
Social, emotional and mental health	e.g. Attention deficit hyperactive disorder (ADHD), Attention deficit disorder (ADD)
Sensory and/or physical	e.g. Hearing impairments, Visual impairment, Multi-sensory impairment, Physical impairment

2. Which staff will support my child, and what training have they had?

2.1. Our special educational needs coordinator, or SENCO

The Special Educational Needs Coordinator (SENCO) is Mrs Liz Knox who can be contacted through the school office (01207 270396)

Our SENCO has 5 years in this role and has worked as the LST for 12 years; achieving the National Award in Special Educational Needs in 2017. They are allocated 4 afternoons and a morning a week to manage/deliver SEN provision. Our SENCO works with families enabling them to access family support and is one of the DSL's (Designated Safeguarding Leads). The SENCO trains CA to carry out specific interventions, capitalising on CA's strengths, interests and training. SENCO carries out audits to highlight training needs, holds drop-in training sessions for CA, carries out staff training in staff meetings and provides CPD material on the school system.

2.2. Class Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Examples of recent training:

- Adaptive teaching strategies to support all.
- Supporting Hearing impairment in school
- Supporting children with Autism

2.3. Teaching assistants (TAs)

We have a team of TAs, including 1 higher-level teaching assistant (HLTAs).

We have teaching assistants who are trained to deliver interventions such as Lego Therapy, Anxiety Intervention, Fast track phonics. In the last academic year, TAs have had training in:

- Identifying the 4 main areas of need.
- How the SEND system works in school from early identification to referrals for EHCP
- Outside agencies working with our children
- Supporting children with ASD, ADHD and SPLDs.

2.4. External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. The SENCO will have discussions with the family, which allows information to be gathered and then a referral to the most appropriate agency. These include:

- Speech and language therapists from Gateshead and Durham
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Local Authority's HINT/LINT team: teams of specialist advisors and teachers
- Gateshead Early Help
- Durham Early Help
- Gateshead and Durham Social Services

3. What should I do if I think my child has SEN?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher.

Ring the main office or speak to your child's class teacher.

They will pass the message on to our SENCO, Liz Knox who will be in touch to discuss your concerns.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

If we decide that your child needs some form of support, we start with short term interventions. (Wave 2) We will keep you informed of the progress and develop longer term support if necessary (wave 3).

4. How will the school know if my child needs SEN support?

All children have access to our Wave system:

Wave 1: Early identification and support by QFT (Quality first teaching) includes reasonable adjustments to support a need. Children then make expected progress.

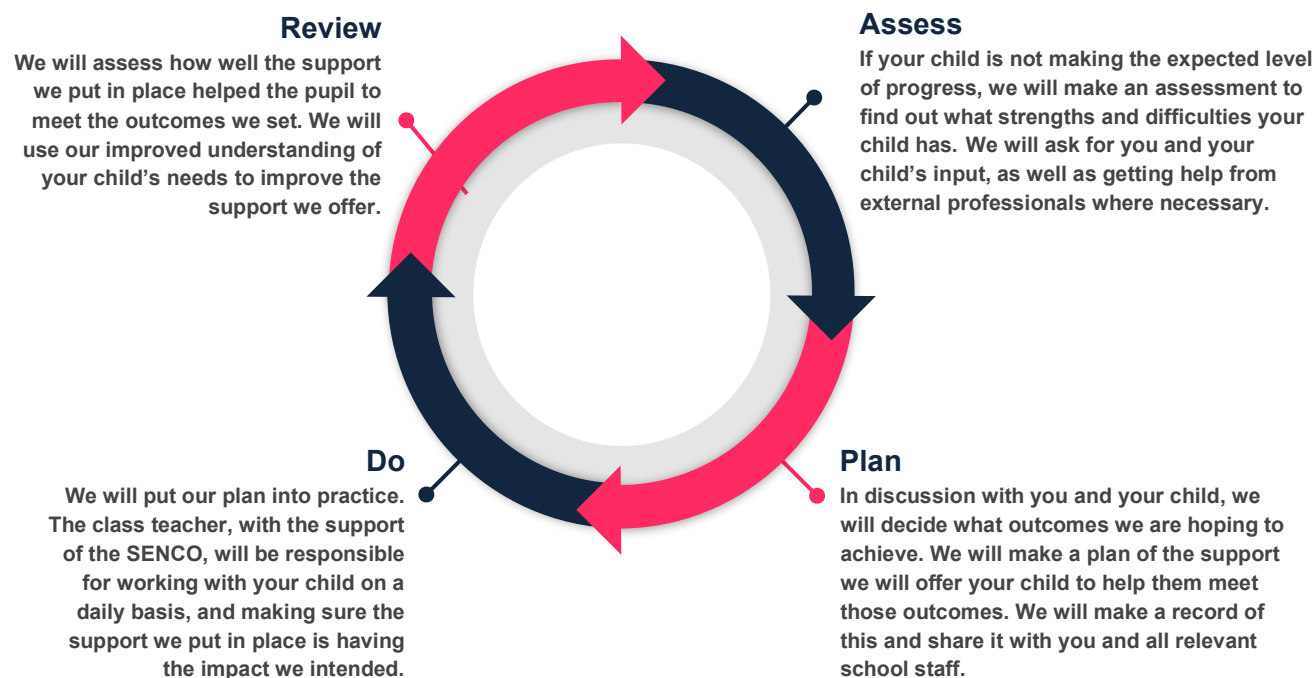
Wave 2: Children are still not making expected progress despite reasonable adjustments. QFT and short interventions are required. Baseline assessments help staff to identify appropriate short-term intervention and discussions are held with parents and pupils.

Wave 3: If there has not been enough impact from the short-term interventions then a discussion with parents about specific longer-term support will be had. A SEN support plan will be drawn up in discussion with parent, child and class teacher. Permission will be asked to place your child on the SEN register so all staff working with your child in school know their current needs and how to support.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs once your child is on Wave 3.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress.

Your child's class teacher or SENCo will meet you a minimum of 3 times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

High-quality teaching is our first step in responding to your child's needs. (This is wave 1) We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child. These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc
- Teaching assistants will support pupils in small groups or in a 1:1 basis if appropriate.

Initially we will move onto providing a short intervention (wave 2) such as:

- Number stacks
- RWI fast track, Keep up Reading
- Social and emotional interventions such as zones of regulation, Smart thinking, Elsa based emotional interventions.

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Social comic strips Smart Thinking intervention Lego/Playdough Therapy Zones of regulation & tool kit Opportunities to regulate through individual plans Check-ins/out
	Speech and language difficulties	Speech and language therapy activities specific for individuals
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Finger gym Letter join scheme Nessy reading and spelling Nessy fingers Toe by Toe Power of 1 or 2 Number stacks Precision Teaching C-pens and laptops
Social, emotional and mental health	ADHD, ADD	Quiet workstation Smart thinking Zones of regulation Sensory breaks Fidget equipment Check ins/out
	Adverse childhood experiences and/or mental health issues	Nurture sessions Key worker Elsa type intervention Emotional regulation through zones of regulation
Sensory and/or physical	Hearing/visual impairment	LINT(Gateshead specialist team) led support
	Multi-sensory impairment	Sensory breaks

These interventions are part of our contribution to Gateshead's local offer which can be by using this link:

[Gateshead Local Offer SEND 0 to 25 Years - Gateshead Local Offer SEND 0 to 25 years \(gateshead-localoffer.org\)](https://www.gateshead-localoffer.org/)

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term with the Class Teacher, Teaching Assistant, pupil and with parents/carer.
- Using pupil questionnaire
- Using assessments such as RWI, reading and spelling assessments
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning. For example outside agencies such as LINT can provide radio aids for the hearing impaired children. Other necessary equipment will be made available through the school, such as wobble cushions, timers, pencil grips, reading pens and coloured paper.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

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 school trips, including our residential trips to Weardale, Gibside or Space camp.

All pupils are encouraged to take part in sports day and school plays. No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Please visit refer to our Admissions Policy (available on our website)

13. How does the school support pupils with disabilities?

Please refer to our Accessibility Policy (available on our website)

14. How will the school support my child's mental health and emotional and social development?

- We provide support for pupils to progress in their emotional and social development in the following ways:
- Pupils with SEN are encouraged to be part of the school council.
- Pupils are encouraged to participate in after school clubs to promote teamwork/building friendships etc.
- In each class children have access to a worry box so discussions can be had discreetly, and a zone check in board so staff can monitor pupils' emotions.
- We have a whole school growth mindset program.
- Staff meetings/briefings give staff the opportunity to share concerns regarding their children.
- We have a zero-tolerance approach to bullying.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

15.1. Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- Opportunities to have catch up meetings with the SENCO at both the end of a term, year and start of a new academic year.

15.2. Between schools

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

15.3. Between phases (for primary schools)

The SENCO of the secondary school will be given information from us concerning your child's SEN support need, along with documentation to illustrate the provision we have in place. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Learning how to get organised independently
- Plugging any gaps in knowledge
- Have the opportunity to have extra visits
- Invite the secondary Senco to EHCP reviews.

16. What support is in place for looked-after and previously looked-after children with SEN?

Our SENCO and Head teacher will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

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

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

[Independent disagreement resolution - Gateshead Council](#)

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the local offer.

- [Gateshead Local Offer SEND 0 to 25 Years - Gateshead Local Offer SEND 0 to 25 years \(gateshead-localoffer.org\)](#)
- [Special educational needs and disabilities \(SEND\) and our Local Offer - Durham County Council](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

- [Gateshead SENDIASS | Barnardo's \(barnardossendiass.org.uk\)](#)
- [Durham SEND Information Advice and Support Service – Durham Special Educational Needs and Disability Information Advice and Support Service is a statutory service supporting parents/carers of children with special educational needs and disabilities \(SEND\) and children and young people with SEND \(durhamsendiass.info\)](#)

Local charities that offer information and support to families of children with SEND are:

- [Gateshead Family Hubs - Gateshead Council](#)

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

