



St Peter's C of E Primary School

SEND Information Report 2025-26

Contents

- [Our school's approach to supporting pupils with SEND](#)
- [Catering for different kinds of SEND](#)
- [Key staff and expertise](#)
- [Identifying and assessing pupils with SEND](#)
- [Consulting with pupils and parents](#)
- [Involving key stakeholders](#)
- [Progressing towards outcomes](#)
- [Transition support](#)
- [Teaching approach](#)
- [Adaptations to the curriculum and learning environment](#)
- [Inclusivity in activities](#)
- [Supporting emotional and social development](#)
- [Online safety](#)
- [Sexual violence and harassment](#)
- [Evaluating effectiveness](#)
- [Handling complaints](#)
- [Spending the budget](#)
- [Local Offer](#)
- [Named contacts](#)
- [Additional support](#)

Our school's approach to supporting pupils with SEND

Where monitoring indicates a child is failing to make progress and that intervention and quality first teaching have not addressed this, the class teacher and SENCo would make the decision to identify the child as needing further SEND support. The SENCo would communicate with the child's family and arrange a meeting in school. The aim of formally identifying a pupil with SEND is to help the school to ensure that effective provision is put in place and so remove barriers to learning.

The support provided consists of a four – part process:

- **Assess:** establishing a clear assessment of the pupil's needs - typically including academic data from our Pupil Assessment Tracker and additional assessment systems e.g. PiXL, phonological screening etc.
- **Plan:** agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review - we use Provision Map provided by Edukey.
- **Do:** implementing the agreed classroom support, interventions and potential broader support - with our teams regularly visiting pupils in class to check progress.
- **Review:** analysing the effectiveness of the interventions and their impact on the pupil's progress in line with the agreed review date

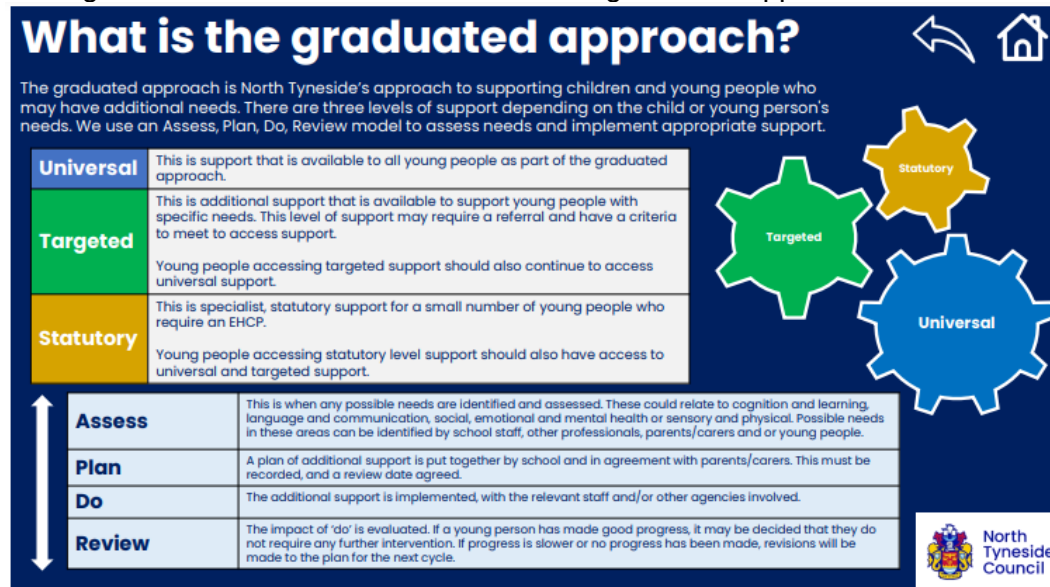
This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes. This cycle is recorded in the form of a SEND support plan, which is formally evaluated and updated each term. **Note: we share key review dates with parents and carers at the start of each academic year via a parent brochure.*

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

- Communication and interaction, for example, autistic spectrum disorder and speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, processing difficulties
- Moderate and multiple learning difficulties

Catering for different kinds of SEND

Throughout this document we will refer to the 'graduated approach'



Teachers draw on support from the [graduated guidance](#) documentation which details what should be offered to pupils at the differing levels of support e.g. 'universal' meaning for all learners, 'targeted' for more bespoke support through to beyond the local offer and in accordance with statutory need.

Cognition and learning

We focus heavily on developing 'Quality First Teaching' – this can be understood as good/inclusive teaching and learning practices in a classroom. Our school caters for pupils who might require additional support in the classroom, additional interventions with specific members of staff, for example through mediated learning or small group support. Some of these pupils have moderate learning difficulties. Some pupils can have more severe needs and we work closely with external agencies to ensure provision is accurately matched to individual needs.

Our assessment systems in school support with a closer understanding of pupil gaps in learning and areas to focus support on.

Communication and interaction

We cater for a range of communication and interaction needs; we support pupils with speech, language and communication needs by working closely with the NHS speech therapists who visit school regularly to work with children. We understand needs can change over time and so we regularly review progress across the year with parents and carers. Furthermore, we provide support for pupils with ASD and ensure support is inclusive, reasonable adjustments are made where necessary and that the pupils feel fully supported in their learning journey.

Social, emotional and mental health

We strive to know our pupils well, our community and any barriers facing our families. A significant part of this is our understanding of SEMH need. We are able to cater for a range of needs in school from pupils being withdrawn or feeling isolated through to behaviour needs to attention deficit hyperactivity disorder. We achieve this by working with a range of external agencies from CAMHS to educational psychologists. Some of our pupils with SEMH needs have support plans focusing on strategies to best support emotional regulation and agreed approaches to communicating need with all staff involved with the pupil(s).

Sensory and/or physical needs

We are well positioned to cater for the needs of pupils who require specialist provision relating to visual impairments, hearing impairments through to multi-sensory impairments. We work closely with external agencies and special schools where needed for additional guidance on best practice. The LA supports with specialist equipment and guidance on the use of enhanced resources.

Key staff and expertise

Name of staff member	Area of expertise	Level of qualification (e.g. BA (Hons), MA)
Mr Dey	SENCO Role	National Award of SEND
Mrs Lavery	Team Lead, Phonics Lead	HLTA, working towards completion of National Award of SEND - NPQ course 2025-2026

The SENCO

Name of SENCO	Email address	Phone number
Mr Dey	stpeters.admin@neatat.org.uk	0191 605 3407

Securing and deploying expertise

For higher levels of need, and for more complex needs, school can access a range of external expertise including:

- Educational Psychology Service
- Occupational Therapy Team
- Speech and Language Therapy Service
- North Tyneside Dyslexia and Dyscalculia Team
- Language and Communication Team
- Children and Adolescent Mental Health Team
- School Nurse
- Counselling

*For any further information please refer to North Tyneside's Local Offer available at: <https://my.northtyneside.gov.uk/category/1243/local-offer-special-educational-needs-and-disabilities-send>

In any instances in which we consult with outside agencies, parents / carers will always be notified and the appropriate signatures / acknowledgement of involvement will be sought from parents / carers.

Equipment and facilities

The necessary equipment and facilities are arranged for in consultation with the appropriate bodies e.g. educational psychologist support and/or agencies such as the Speech and Language Therapy Service.

Identifying and assessing pupils with SEND

The 2015 Special Educational Needs and Disability Code of Practice (January, 2015) states that:

‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child...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.’

The purpose of identification is to work out what action the school needs to take to support a child with additional needs.

There may be, at times when a child with SEND needs additional to or different provision from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality personalised in class teaching. It may take the form of additional support from within a setting or require involvement of specialist staff or support services.

Children may also be identified as having SEND through a variety of ways including the following:

- Liaison with nursery setting/previous school
- Assessment information
- Concerns raised by parent and/or family
- Pupil progress meetings
- Concerns raised by the teacher
- Liaison with external agencies e.g. Speech and Language Therapy Team
- Health diagnosis through paediatrician/doctor

As a school we measure children’s progress in learning against national expectations and age-related expectations, we might identify the below:

- Child performing below age expected levels as evidenced through school assessment procedures e.g. Pupil Assessment Tracking, PiXL assessments completed at 3 points throughout the year and/or through formative assessment by the class teacher and teaching assistant.

The school recognises that early identification and effective provision improves long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, it has a clear approach to identifying and responding to SEND as outlined in the school's SEN Information Report.

With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress given their age and individual circumstances.

'Less than expected progress' will be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

The school plans, manages and reviews SEND provision across the following four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Consulting with pupils and parents

Parents

*Please note that we share communication with parents via Class Dojo, SchoolPING, a dedicated parent pamphlet shared termly outlines key dates and SEND review meetings and weekly newsletters.

We are fortunate enough to afford parents with electronic access to their child's education SEND support plan via Provision Map; parents are able to leave comments, view targets and contribute to the four-staged process of supporting pupils with SEND (assess, plan, do, review).

We will have early discussions with the pupil and their parents when identifying the need for 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 parental views
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are and how progress will be measured

All parents/carers are actively encouraged to be a part of their child's learning. Visits to the school for new starters or transferring for another school are welcomed by the headteacher.

The school has an open-door policy which parents/ carers put to good use. Parents/carers are always able to make an appointment to speak to staff.

It is the SENCo's responsibility to keep parents/carers informed about changes to their child's SEND provision and to arrange necessary meetings outside of the termly parents evenings. Even if a child has a review, or information sharing meeting near scheduled parent's evenings, families are still offered the opportunity of a 1:1 class teacher appointment, parents/carers usually take up the offer of an additional appointment with the teacher.

For children with identified SEND and receiving support and guidance from external agencies, meetings are scheduled to track progress and allow parents/carers and children time to share their views on how specific interventions are running. Generally, these meetings are attended by key staff, class teachers, the SENCo and an LA representative, if appropriate.

In the case of children being referred for an Education Health and Care needs assessment, it is the responsibility of the SENCo to inform parents/carers of the overall process and keep them informed with regular updates.

Letters and phone calls are also used to communicate about SEND - however, we always prefer face-to-face meetings where possible. For instance, at the start of the year parents of pupils on our SEND register receive a letter outlining the broad area of need identified as well as any SEND support plans and means of accessing this via the online site 'Provision Map'.

Pupils

Pupils have their voice heard as part of the review process and through meetings with parents and carers. For some children their views are taken into consideration as a part of their EHCP review or for specific reasons pertaining to referrals or transition reviews.

We also use pupil passports and these are created with the pupil and a member of staff in school as well as being shared with home for additional input. These help ensure ALL are best positioned to support our SEND pupils.

Involving key stakeholders

In some instances it is important that we invite all key stakeholders to meetings to achieve a 'fuller picture' of needs such as EHCP review meetings or for secondary transition meetings to plan for provision. School invites other bodies to meetings such as health, social care, LA support services and family members as and when appropriate – always in consultation with parents/carers.

Progressing towards outcomes

If a child has an EHCP their outcomes are evaluated through the annual review process as well as through interim reviews by use of education plans / targets available to parents/carers on Provision Map.

****We do provide paper copies for those families who do not have online accessibility.***

Progress is also discussed through formal scheduled meetings at parent evenings and through KIT Keeping in Touch meetings – at regular points throughout the academic year as well as additional meetings on a needs basis.

We often find that some of our most vulnerable learners benefit from more regular meetings to discuss progress e.g. discussing engagement, discussing Boxall profile strategies.

On some occasions school may use various assessment models for SEND children. Pupils assessed using the [Engagement Model](#) are usually described as having severe or profound and multiple learning difficulties. This means they have serious cognitive impairments and learning difficulties, which lead to significant delays in reaching developmental milestones. They may require a high level of adult support, are likely to need sensory stimulation and a curriculum that is broken into small steps and personalised in a way that is specific to their needs. [Pre-Key Stage Standards](#) may be used for statutory assessment at the end of KS1 and KS2 for pupils who are working below the standard of the national curriculum assessments and engaged in subject-specific study.

At key assessments points (we collect data from assessments on a termly basis) – generally at the end of a term, results are analysed and compared to previous assessments to determine where progress has been made and where provision needs adapting to develop other

areas. Specific learning programmes may be adapted as a result and alternative forms of support and resources may be introduced – parents are always kept informed of their child's progress.

Transition support

We use Provision Map to support with transition, parents/carers are regularly able to leave feedback and comments which assist with the regular meetings scheduled throughout the year. We also refer to meetings as KIT Keeping in Touch meetings to ensure parents are regularly heard. Where a pupil is transitioning between phases of education such as from EYFS to KS1 or KS1 into KS2 our staff have transition meetings and all have access to Provision Map so that sharing of information is seamless. For specific secondary school transition, we have a thorough transition process and share information (according to GDPR compliance) with secondary schools whilst consulting/involving parents/carers throughout.

*Pupil passports are a friendly way of supporting transition and communicating internally as well as with external bodies e.g. secondary schools.

The school is aware that being supported towards greater independence and employability can be life-transforming for pupils with SEND. It recognises the importance of starting early, centring on pupil aspirations, interests and needs, and will ensure that pupils are supported at developmentally appropriate levels to make a smooth transition to what they will be doing next, e.g. moving on to higher education.

The school will:

- Seek to understand the interests, strengths and motivations of pupils and use this as a basis for planning support around them.
- Support pupils so that they are included in social groups and develop friendships.
- Ensure that pupils with SEND engage in the activities of the school together with those who do not have SEND, and are encouraged to participate fully in the life of the school and in any wider community activity.
- Engage with secondary schools, as necessary, to help plan for any transitions.

Year 6

Where the transition of Year 6 pupils into secondary is concerned, our SENCO will communicate with the secondary school SENCOs providing them with additional information to best support SEND pupils. Secondary schools request information about each Year 6 class and this will give the class teacher a chance to share any assessment information, medical needs and specific information about SEND pupils.

Teaching approach

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Quality first teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of high-quality teaching. We regularly review the quality of teaching for all pupils, including those at risk of underachievement, through regular work scrutiny, lesson observations and regular learning walks. In addition, pupils' progress is reviewed at termly intervals. Feedback provides strategies to support vulnerable pupils.

Quality First Teaching (QFT) is acknowledged as being central to our vision and values at school - we have a specific approach to QFT that demonstrates steps built into the overall lesson experience.

*Teachers and TAs are provided with CPD throughout the year regarding QFT.

Adaptations to the curriculum and learning environment

We have a range of adaptations as part of a 'reasonable adjustment' approach for pupils on a needs basis. Some children receive movement breaks whilst others are in receipt of specific adaptations to their learning environment such as wobble cushions, fidget toys / chew toys, specific individual learning areas – all of which are adapted in accordance with advice and guidance from LA bodies and specific referrals made resulting in specialist advice e.g. educational psychological guidance.

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

- Adaptive teaching in our curriculum planning to ensure all pupils are able to access learning, for example, by proactive (before the lesson) and reactive strategies (during the lesson) as well as consideration of scaffolds, scale, structure and style.
- Adapting our resources and staffing ratios.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts.
- Making reasonable adjustments to our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud - consideration of executive functioning skills.

Inclusivity in activities

As part of our ethos, vision and values, we ensure all pupils can participate in activities, trips and activities linked to visitors e.g. Parliament workshops. We make reasonable adjustments to ensure pupils can take part on an equal level e.g. higher ratio of adult support from a Teaching Assistant and/or adapting learning resources or by re-arranging seating positions to support pupils with visual impairments for example.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. Breakfast club and after-school provision is accessible for SEND pupils and warmly welcomed for all of our learners.

All pupils are encouraged to go on our residential trip(s) in USK2. All pupils are encouraged to take part in sports day/school plays/workshops.

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

For any additional specific information regarding admissions please visit our school website or [North Tyneside's admissions information](#) page.

We have regular whole school assemblies in which various themes are covered, some of which help to ensure our pupils do not act in ways considered hurtful or harmful to others. Respect for others is central to our British and Christian Values. To view our school's accessibility plan please visit the school website or contact the school office.

Supporting emotional and social development

We have the added option of nurture groups for pastoral support for pupils requiring further emotional regulation, SEMH support and to support overall wellbeing. We also use resources such as the '[Zones of Regulation](#)' to support pupils on a needs basis. We use Teaching Assistants and a HLTA to support such interventions as well as focusing on an inclusive classroom environment. We use these interventions to listen to the pupil(s) and gather their feedback throughout.

We are a Church of England school and regularly hold collective worship and a large part of this is the emotional and social development of our children. We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of clubs to promote teamwork/building friendships

- We have a zero-tolerance approach to bullying (please see our behaviour and anti-bullying policy on the school website).

Online safety

For further information please consult our Child Protection and Safeguarding Policy 24/25 which can be found on the school website.

Pupils will be taught about online safety as part of the PSHE curriculum:

All schools have to teach:

Relationships education and health education in primary schools

For further information pertaining to PSHE please see our specific policy available on the school website.

In **Key Stage 1**, pupils will be taught to:

- Use technology safely and respectfully, keeping personal information private
- Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Pupils in **Key Stage 2** will be taught to:

- Use technology safely, respectfully and responsibly
- Recognise acceptable and unacceptable behaviour
- Identify a range of ways to report concerns about content and contact

By the **end of primary school**, pupils will know:

- That people sometimes behave differently online, including by pretending to be someone they are not
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met

- How information and data is shared and used online
- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

The safe use of social media and the internet will also be covered in other subjects where relevant.

Where necessary, teaching about safeguarding, including online safety, will be adapted for vulnerable children, victims of abuse and some pupils with SEND.

*We regularly share safeguarding updates via our weekly newsletters and leadership update.

Sexual violence and harassment

For further information please consult our Child Protection and Safeguarding Policy 25/26 which can be found on the school website.

As a school we draw on our curriculum to supportive pupils, we use the SCARF curriculum which can be found here: <https://www.coramlifeeducation.org.uk/scarf> and this covers important topics in a child friendly and accessible way for ALL learners.

Evaluating effectiveness

We are able to evaluate the effectiveness of our provision by consulting with outside agencies, the LA and by the SENCO reporting to our governing body on a termly basis.

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 on a half-termly basis
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Evaluating the effectiveness of the provision for children with SEND

Children receiving additional provision for SEN are closely tracked and monitored in order to ensure that provision and interventions are working effectively and resulting in progress. In specific cases, the educational psychologist suggest targets for learning plans, which then contribute to specific programmes and individualised teaching.

Headteacher's report to Governors details the changes in the SEND provision and register over a year with detailed information on how many children are on the SEND register. School has worked hard to identify where children have a specific SEN, or where they are requiring enhanced support. There is a designated SEND Governor who meets with the SENCo to discuss latest developments linked to SEND. Additionally, the SENCO completes an annual SEND development plan and shares this with school staff.

Handling complaints

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the schools response to meeting these needs, please contact the following:

- Your child's class teacher at the first instance.
- The SENCo.
- The Headteacher or a member of the Senior Leadership team.

Although school complaints procedures are in place and can be accessed through our website and via the school office, we would always hope to resolve any issues or concerns informally by working in partnership with parents.

Local Offer

The Local Offer provides information for children and young people (from birth to 25 years) with Special Educational Needs and/or Disabilities (SEND) and their families.

The Local Offer brings together information in one place so parents, carers and young people can see the range of services and support available in their local area and understand how to access them.

Contact: Local.Offer@northtyneside.gov.uk

Named contacts

Support for children aged 0-5 can be found here: <https://my.northtyneside.gov.uk/category/1246/support-children-aged-0-5>

Dene Communication Centre (DCC)

Telephone: (0191) 466 1814

Email: languageandcommunicationteam@northtyneside.gov.uk

Website: <http://www.bentondeneschools.org.uk/language-and-communication-team/dene...>

Support for children at school can be found here: <https://my.northtyneside.gov.uk/category/1247/support-children-school>

Educational Psychology Service

Telephone: (0191) 643 8739

Email: Educational.Psychology@northtyneside.gov.uk

Language and Communication Team

Telephone: (0191) 466 1814

Email: languageandcommunicationteam@northtyneside.gov.uk

Website: www.bentondeneschool.schooljotter2.com/language-and-communication-team

Sensory Service

Telephone: (0191) 643 3030

Email: suzanne.monaghan@northtyneside.gov.uk

Website: www.northtynesidesensoryservice.org.uk

The Dyslexia Team at the Riverside Centre.
Telephone: (0191) 300 0506.
Email: ntdyslexia@southlandsnt.org.uk
Website: www.ntdyslexia.org.uk

Additional support

We have the following available in school:

- Read Write Inc 1:1 tutoring
- Any support recommended by educational psychologists for our school e.g. Alex Kelly Social Communication Skills / Zones of Regulation intervention
- PiXL therapies targeting cognition and learning needs
- Specific fine motor / gross motor interventions
- Speech and language therapy
- Specific curriculum subject interventions e.g. focusing on developing arithmetical fluency
- We work well with the National Tutoring programme and provide this for our Year 6 pupils; initially commencing with Year 5 in summer term this supports access to the N.C. as well as transition into KS3.

We have a number of teaching assistants who are trained to deliver interventions such as Read Write Inc 1:1 tutoring to support children in developing reading skills.

Teaching assistants will support pupils on a higher adult:pupil ratio when the child has an EHCP and/or a need as advised by the school SENCo in consultation with external agencies such as NHS Speech and Language Therapy.

Teaching assistants will support pupils in small groups when planned for in accordance with the class teacher.