

SEND Information Report

July 2025

SENDCo: Kirsty Worth (for academic year 24-25). Mrs Holmes is now SENDCo (25-26).

SEND Governor: Graeme Musson

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Local Offer Contribution: [Benedict Biscop Local Offer](#)

Whole School Approach:

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child/young person in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



ASSESS – Build a holistic picture of the pupil's learning needs by gathering information from several sources, such as the pupil, parents and carers, colleagues and external professionals

PLAN – Using the information gathered above, generate a hypothesis about the type of support that could work; this decision should consider the research evidence about effective classroom teaching strategies and targeted interventions as well as evidenced-based strategies by external professionals. (Personal Support Plan)

DO – Implement the planned support

REVIEW – Did the support work?



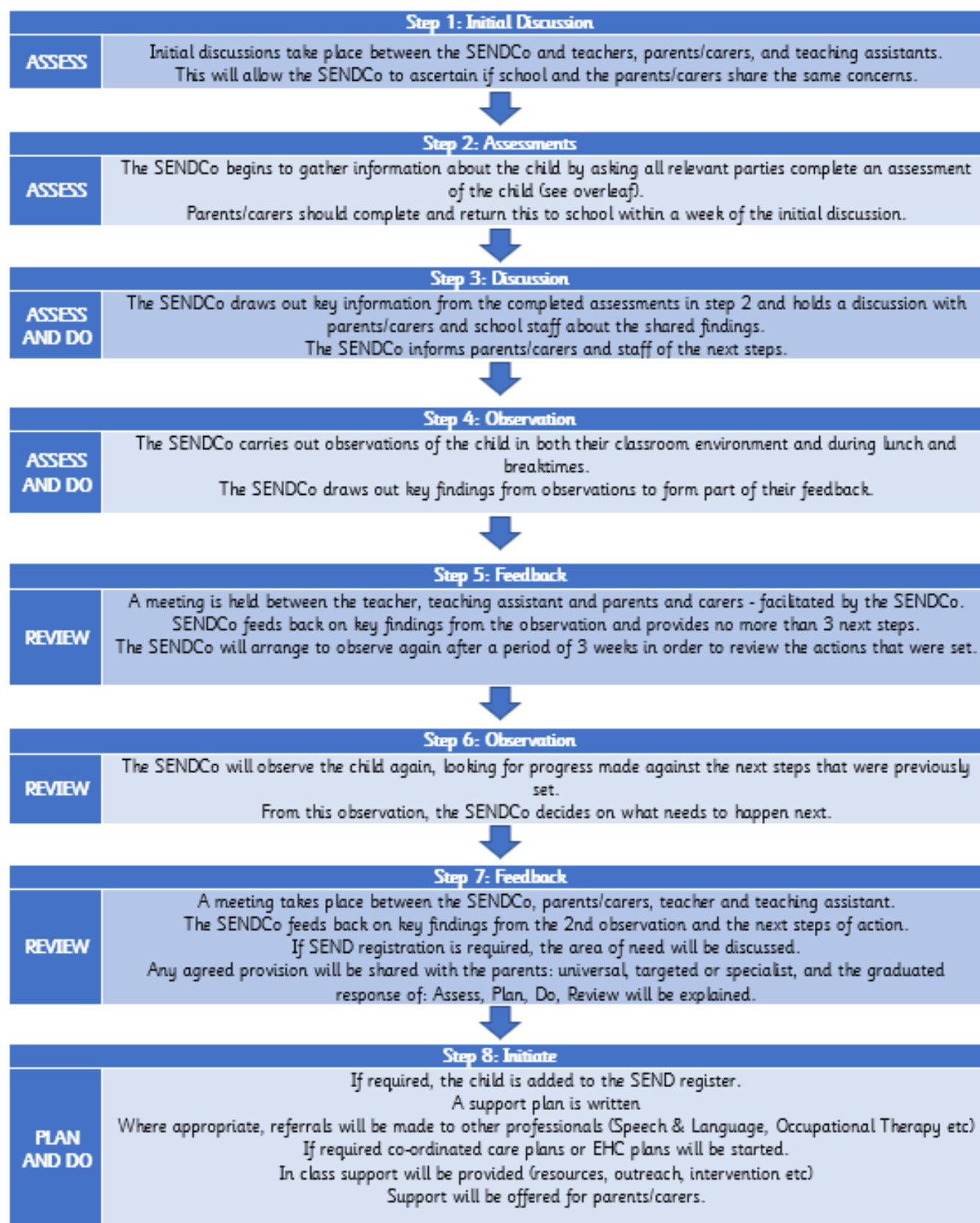
Specialist: describes targeted provision for a minority of children where it is necessary to seek external advice/support and provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist therapy or interventions and continues through cycles of assess, plan, do, review.

Targeted: describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs – usually children who are on the SEND register but not limited to.

Universal: expectation of high-quality teaching, where good teaching and suiting work to individual children means that every pupil is included. The needs of all children are taken into account, with high expectations for them. This is supported by whole-school policies - *ie*, it is part of the planning and beliefs of the school as a whole.



All teachers are responsible for every child in their care; including those with special educational needs.



Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

SEND Needs:

As of July 2025, we have 45 children/young people receiving some form of SEND Support. Numbers of children within each area of need are specified below (please note, some children may fall into more than one category at one time and movement within these categories is fluid and regularly reviewed.)

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

Our staff have received training with Treetops occupational therapy and The Link School to develop their understanding of sensory needs within the classroom and how these can impact on children's learning as well as their emotional health and wellbeing.

As part of our universal offer, every classroom has a sensory equipment box which all children can access when needed. All children also have access to equipment such as pencil grips, adapted scissors and stationary and ear defenders.

We have dedicated spaces for nurture and wellbeing within the school, these include:

- The Nest: A safe nurture space that encourages child led learning and sensory regulation in a less formal atmosphere than the classroom. This has sensory equipment such as low light spaces, lighting, bubble tubes and tactile equipment as well as a range of education toys and games for children who need further development of particular skills.
- Sensory Room/Dark Den: Our EYFS provision is equipped with a small sensory space for children who are overwhelmed or dysregulated within the Early Years provision.
- Room to talk: This dedicated space is accessible for all children and provides an opportunity for children to talk to trusted grown ups in a safe space.

1. Communication and interaction (in 2024-25 - 25 Pupils)

During 2024-2025, this was the greatest area of need at Benedict Biscop. This includes children with a diagnosis of Autism Spectrum Disorder and some children who were on the diagnosis pathway for this. We have regularly reviewed the progress and development of these pupils with the specialists at the Autism Outreach Team.

Our school is a language rich provision, right from the EYFS, where tiered vocabulary is displayed and utilised by all staff.

Across school we also:

- Explicitly teach skills and model rules of social interaction through our PD curriculum and through intervention such as Fun Friends where necessary, for example through age-appropriate social stories.
- Tailor timetables and adult support where necessary to maximise preparedness for learning
- Positively reinforce good behaviour in line with the school's Behaviour Policy and/ or with individualised motivators where appropriate.
- Use visual supports to define areas and structure the day, for example, visual timetable or 'Now and Next' boards.
- Give pupils a specific role in group work to support their interaction
- Understand and manage potential health and safety considerations, for example lack of an awareness of danger about running away/off site or using certain equipment.
- Ensure pupils are seated in the best place to reduce distraction and provide additional equipment to support concentration, for example wobble cushions, ear defenders etc.

- Ensure pupil's special interests are incorporated to focus attention and increase motivation.
- Ensure that information has been understood, by asking the child to explain what they have to do rather than repeating instructions.
- An appropriate level of language is used, with short, simple sentences if needed.

2. Cognition and learning (in 2024-25 - 7 Children)

Children at Benedict Biscop CE Academy benefit from a high adult to pupil ratio and this is used to benefit children with additional needs within their day to day classrooms, whether this is providing additional support or catch up or keep up interventions, which are reviewed half termly to identify any additional support or barriers to be addressed.

Across school we:

- Embed use of metacognition strategies to support children's learning and inform teachers' assessment of pupils
- Regularly monitor pupil's understanding by asking the pupil to show or explain the instructions in their own words
- Provide scaffolding and resources to support children accessing their learning task or differentiating the task if necessary.
- Use of same-day catch up interventions when required and the use of specific targeted interventions, for example Lexia, Little Wandle phonics, Inspire catch up, lego therapy and tree tops occupational therapy.
- Provide additional processing time to respond to questions and tasks
- Provide opportunities for repetition and reinforcement
- Give information in small steps in clear, concise language
- Relate the work to the pupil's direct experience whenever possible and avoid the use of ambiguities
- Encourage the pupil to use strategies to process information e.g. silent rehearsal of instructions, identifying the important words in the instruction etc.
- School may also wish to seek external support from agencies such as Speech and Language, language and learning team or an educational psychologist.

3. Social, emotional and mental health (in 2024-25 - 11 Children)

Children have access to specialist spaces rooms and trained staff to help regulate and develop their understanding of their own and others emotional needs.

Our PD curriculum is specially written to ensure that our children learn about emotional health and wellbeing from an early age and where it is identified that children are struggling in aspects of this, interventions are implemented as soon as possible.

We also use the KIDSAFE program to support all children's emotional health and wellbeing.

Teaching assistants are trained in the delivery of the Fun Friends programme.

Across school we:

- Adopt key principles of Thrive approach, including use of PACE and targeted interventions when appropriate.
- Access to the school nurture provision (The Nest) to support children to develop their self-confidence and develop coping mechanisms.
- Have a knowledge of the pupil and possible triggers and help to strengthen the pupil's self-confidence and help them to develop and implement coping strategies, such as breathing and expressive writing.

- Anticipate impending sensory overload in order to intervene at an early stage, or allow the pupil to remove themselves from the situation
- Have discussions with pupil and parents/carers about how support for emotional and mental health needs is managed
- Prepare the pupil for new or unusual experiences
- School may also wish to seek external support from agencies such as Sunderland Community CAMHS, and the Behaviour Support Service at The Link School.

4. Sensory and/or physical needs (in 2024-25 – 2 Children)

All classroom based staff completed entry level deaf awareness training in 2021 and were introduced to sign supported English.

Deaf friendly audits have been completed in conjunction with the children's sensory team and adaptations have been made based on suggestions from this.

We have a hearing loop system fitted in the hall and ipad software on specific devices that links to blue tooth software within particular children's hearing aids.

Across school we:

- Ensure every classroom is adapted to reduce visual or auditory distraction.
- Provide opportunities for alternative forms of recording e.g. use of technology
- Ensure staff use agreed verbal and visual cues if and when necessary.
- Provide clear expectations of activities are established with visual cues.
- Ensure teaching areas are kept tidy and uncluttered to support pupils' access to the environment.
- School may also wish to seek external support from agencies such as occupational therapy and any other relevant medical professionals.

(Reference: SEND Policy *Autumn 25*)

Wider curriculum engagement

We have ensured that all children have access to wider curriculum opportunities across school. All children have been invited to take part in after school and breakfast provision and supported by additional adults where necessary.

In 2024-25, 86% of our pupils with SEND took part in the extra-curricular activities offered at Benedict Biscop CE Academy.

Improving the emotional and social development of children with SEND

We are committed to the emotional wellbeing and social development for all children, including those with SEND. All children are continually monitored for any issues with their emotional and social development and interventions such as room to talk, fun friends and lego therapy are tailored to ensure that this is a high priority. Where appropriate, external services have been referred to e.g. emotional health and wellbeing team, CAMHS, CYPS.

Evaluation of the effectiveness and impact of provision

We have internal processes for monitoring quality of provision and assessment of need. These include termly meetings and reviews with parents and children to ensure their voices are heard.

Termly support plans are written in collaboration with parents and children to ensure children have short term, achievable targets to work towards. The quality and effectiveness of these is monitored by the SENCO.

Half termly drop in's to classrooms have ensured the best provision is in place for children with SEND and those who are considered to be at risk of SEND.

As a trust, Northern Lights Learning Trust also monitors the effectiveness of SEND provision across the school to ensure that what is in place is effective and appropriate for all children.

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Settling in review	Parents/carers, all professionals involved with child	Annually
Parent and child views gathered	Parents/Carers and children	Termly
Progress review	Parents/carers, all professionals involved with child	Annually
SEND parents/carers coffee mornings	Parents/carers, all professionals involved with child	Annually
Annual survey	Parents/Carers and children	Annually
Support plans	Parents/carers, all professionals involved with child	Termly
EHCP reviews	Parents/carers, all professionals involved with child	Annually

Looked After Children who also have SEND

Of the 41 children currently on the SEND register at Benedict Biscop, 2 are looked after or previously looked after children in 2024-2025. These children have been closely monitored to ensure that their progress is not negatively impacted by their previous experiences and if any issues arise, these will be dealt with as needed in collaboration with parents/carers and the necessary professionals involved in the care of the child.

Staff development

We are committed to developing the on-going expertise of our staff. We have current expertise in our school:

Role	Area of expertise	Level (as per p68-9 of SEND Code of Practice 2015)
HLTA	Medication training First aid at work Paediatric first aid Epipen training First steps/Early Bird (autism outreach) Mental Health lead Place to be mental health and wellbeing Kidsafe Precision teaching training	Specialist Specialist Specialist Specialist Specialist Enhanced Enhanced Enhanced Enhanced

	Reciprocal reading Restorative practice	Specialist Enhanced Enhanced Enhanced
TAs	Precision teaching training KIDSAFE Room to talk Restorative practice Tube/PEG feeding support Diabetes management Cystic Fibrosis	Enhanced Enhanced Enhanced Enhanced Enhanced Enhanced
All classroom staff	Sensory diets Occupational therapy Deaf awareness Restorative practice	Enhanced Enhanced Enhanced Enhanced

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

At Benedict Biscop our support staff are deployed to best meet the needs of our children and this is regularly reviewed by both the SENCO and the SLT. Support staff are used to provide in class intervention as well as more specialist catch up interventions outside of the classroom i.e Little Wandle and Inspire. They run booster clubs before and after school to accelerate progress and monitor gaps in learning.

They also provide individualised support as outlined in EHCP's and support plans and support for emotional health and wellbeing i.e. room to talk as and when needed.

School Partnerships and Transitions

Our academic assessment for children/young people with special educational needs is moderated through our cluster of schools/neighbouring partners.

This year, we worked with our feeder partners to welcome a number of children/young people with special educational / disability and we supported **4** children and young people transition to the next phase in education.

Our approach involved: Developing positive working relationships between SENCO's from other settings to ensure relevant information is discussed and shared openly. Inviting destination SENCO's to SEND reviews. Share information, support plans and additional support records with new settings. Meeting with secondary SENCO's to discuss needs and make appropriate transition plans. Working alongside specialist provisions to support and plan for moves between settings.

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include ...

- To develop deliberate practice – improving the quality of teaching to support non-neurotypical and other vulnerable pupils.
- To strengthen the leadership and provision for SEND through the development of a new SENDCO and by empowering phase leaders/assistant headteachers to take greater responsibility for SEND

pupils and leadership within their phase, contributing to a more effective distributed leadership model.

- Improving SEMH provision and children's resilience

In preparing this report we have included staff, parents and children/young people through...

Pupil voice activities, bi-annual review process, staff questionnaires and interviews, parent coffee mornings.

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Date presented to/approved by Governing Body: 9.10.25