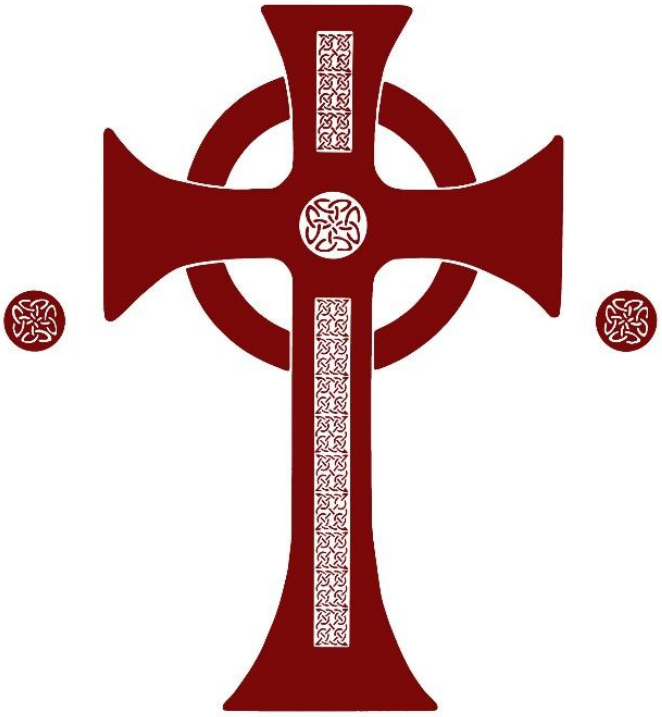
Durham and Newcastle Diocesan Learning Trust (DNDLT)
Company Number 10847279

"Every child matters and no child is ever left behind..."

"Let the little children come to me, and do not stop them;
for it is to such as these that the kingdom of God belongs." *Luke 18:15-17*



St. Aidan's CE Primary School

SEND Information Report
2026 - 2027

'I have come in order that you might have life:life in all its fullness' *John 10:10*

Adopted by Academy Council: Autumn Term 2026

Review Date: Autumn Term 2027

'At St. Aidan's we aim to create a happy, caring environment where we can all learn, feel safe and valued and shine like lights in the world as children of God'

At St. Aidan's CE Primary School we are fully inclusive without compromise; we welcome all and strive continuously to meet individual needs. We appreciate that each child will travel on their own learning journey to achieve their full God given potential, academically, socially, personally and spiritually and therefore all children deserve the very best. Our
statement that children 'shine like lights in the world here at St. Aidan's' encapsulates our school's commitment to providing an enriching and appropriate education which will equip our pupils for life in all its fullness.

Within our commitment we ensure that the necessary provision is in place to cater for all groups of children including those who have SEND (Special Educational Needs and Disabilities), language barriers or areas of vulnerability.

Here at St. Aidan's CE Primary School we believe and follow the principles set out in the SEN Code of Practice (2014) that 'all children and young people are entitled to an education that enables them to make progress so that they:-

- Achieve their best,
- Become confident individuals living fulfilling lives,
- Make a successful transition into adulthood.

Aims

Our aim is to ensure all children are supported in order that they may work confidently towards reaching their full potential and this will be done by:

- Involving children, their parents and young people in decision- making.
- The early identification of children and young people's needs and early intervention to support them.
- Greater choice and control for young people and parents over support.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEN.
- Having a focus on inclusive practice and removing barriers to learning.
- Successful preparation for adulthood, including independent living and employment.
- Adopting a whole school approach to the identification, assessment and provision for children with special educational needs.

- Creating Learning Plans for children with SEN and incorporate these into curriculum planning.
- Ensure that assessment and record-keeping systems provides means of recording attainment and achievement and the effectiveness of interventions in place.
- Involving the Local Academy Council and all staff, both teaching and non-teaching, in the regular review, development and evaluation of policy and guidelines

All children are tracked and monitored in order for us to indicate children which would benefit from additional support and also to identify what their barriers to learning may be. Our SENDCo (Miss Quinn) and teaching/non-teaching staff have been trained (and are continuously updated) in specific areas of educational need and can provide tailored sessions to individuals or small groups of children in order to support them in making progress across the curriculum areas.

Children identified as having a special educational need will be given an Individual Support Plan or One Page Profile which is a set of short-term targets drawn up in collaboration with the teacher and the child. These are shared amongst all staff working with the child as well as with parents on a termly basis. Children with SEND will be given time and support to
work on their specific targets.

Key responsibilities of the SENDCo include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating and monitoring the provision for children with SEND
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Head Teacher and academy councillors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up to date
- Ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND
- Keeping up to date with developments in SEND locally and nationally.

Our SEN Provision

Children have Special Educational Needs if they have a learning and or physical difficulty. This means that the child will need educational support, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school. We ensure that quality first teaching is always at the forefront for all children then we adapt our lessons to meet the needs of every child and use different teaching styles to cater for the different ways in which children learn.

Children may have needs that fall within one area or have needs that fall across two or more areas and these will be recorded on the school's SEND register. The nature and level of the needs will impact upon the child's ability to function, learn and succeed. The identified areas of need are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health (SEMH), and
- Sensory and/or physical.

At times children will require specialist equipment to support their SEND needs. School has a bank of resources/aids they can go to i.e., wobble cushions, pencil grips, concentration toys, ear defenders, sloped boards, as well as more specialised equipment i.e., visualisers/ magnifiers which may be loaned by professional services.

For those with physical disabilities, the school has a disabled parking space, a disabled toilet, low kerbs, yellow lines marked on steps and ramps to allow children with physical difficulties to access all areas of the school. For more information please refer to Admissions Policy, Inclusion Policy and Accessibility Plan.

All children regardless of Special Educational Need or Disability are included in everything we do in school- events, performances, trips, afterschool clubs etc and we make necessary adjustments where needed, to ensure school is inclusive for everyone.

How do we identify and assess children with SEND?

Early identification is key. The earlier a Special Educational Need is identified, the more likely that outcomes can be improved for children. Pupil assessment is an on-going process and forms an essential part of teaching and is designed to promote the raising of achievement. Pupil assessments provide important information and may also be used as a basis for an initial discussion with the SENCO.

At St. Aidan's CE Primary School we continually monitor the achievement and learning of all pupils. We formally assess the children twice a year and hold pupil progress meetings to identify pupils who are underachieving and may require some extra support. The data from tests as well as assessment of learning opportunities carried out by teachers regularly allows us to ensure that curriculum planning is delivered and adapted to meet the needs of all pupils, with support where appropriate. Support may be provided for Teachers or Teaching Assistants through weekly Maths and English intervention sessions, within whole class lessons or

through weekly/daily specific interventions delivered to children in small groups or on an individual basis (depending upon needs).

From September 2024 all Gateshead Education and Health services will use the SEND thresholds document to identify and assess the severity of a child's SEND needs against a set of given criteria. Children will be levelled in each area of need if appropriate and provision will be drawn up appropriately. As a guiding principle children on threshold ½ will be supported in school and have a Pupil Passport those assessed at threshold 3 will be given a learning plan and generally children working on threshold 4 and above will be/being assessed for and Education Health and Care plan (EHCP's).

Where children are requiring this higher level of support, parents will be informed at each stage of the process and external agencies will be involved with the child to add more specific and in-depth assessment. More information about EHCPs can be found in the SEND policy.

More information about thresholds can be found here

SEND thresholds - Gateshead Council

SEND-Threshold-Brochure-April-2025_1.pdf

How we consult with our SEND pupils & parents

For children who are on the SEND list in school, we will support their learning through targeted support and plans. In the late Summer term, an Individual Plan is written based on the child's needs. This is discussed with the child, SENDCo, parents and the child's new class teacher ready for September. Time is given to work on these targets and they are reviewed continually after teaching/intervention. At the end of each term, Support Plans are reviewed and new targets are set. Copies of Individual Learning Plans are shared. Children's progress is also shared during 2 formal parents' evenings across the year and a written report in the Summer. For those children with an EHCP, their progress is monitored as other children but we also host annual review meetings where we invite any outside agencies that are involved with the child as well as parents. Children's and parents views are always gathered and targets shared. We hold termly Pupil Voice sessions in school specifically for SEND children.

Pupils (where appropriate) are consulted about their targets, their aspirations and goals and this is also incorporated into the child's Support Plan alongside a Preperation for adulthood target.

Parents can raise concerns at any time with the class teacher or SENDCo and we will support them and/or help direct to outside agencies or support them with referrals where necessary.

Additional Support

It is important to realise that there may be groups of children who require some intervention for a short period of time to boost their confidence, self-esteem, emotional

well-being or achievement. They may receive intervention for a term or block of weeks. This does not automatically mean they have a Special Education Need as they may make the progress required in the intervention and therefore will no longer need the extra help. However, there are some children who will receive additional help and are then identified as needing help that is additional to or different from the provision made generally for children of the same age in a mainstream school. We monitor the progress of these children carefully and track targets by keeping a 'Monitoring List'

Emotional and Social Support

In school we recognise that there are an increasing number of children struggling with mental health issues. We have teaching assistants and teachers who are trained in delivering specific interventions such as ELSA/Thrive. Should further advice be sought we work closely with the School Nursing team and RISE Mental Health service. We use zones of regulation as a tool in school so that children can communicate in a discrete way with staff about their emotions. This then allows staff to 'Check In' with children as needed. In school we promote positive mental health through weekly PSHE lessons and celebrate various National initiatives/ Mental Health awareness campaigns.

External Agencies who may work with children with additional needs

On some occasions specific children or families may need additional outside support from professionals trained in defined areas of special educational needs

Examples of specialists include:

- Educational psychologists
- Early Years 0-5 team
- Child and Adolescent Mental Health Services (CAMHS)
- HINT (High Incidence Needs Team) LA teachers specialising in the 4 areas of need.
- LINT (Low Incidence Needs Team)
- Specialist teachers or support services, including specialist teachers with a mandatory qualification for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability.
- Therapists (including speech and language therapists, occupational therapists and physiotherapists)

Sometimes families may need wider support in a range of areas i.e., parenting, financial or health issues. If this is the case, parents are invited into school to discuss this and parental consent is sought to seek further support. This may result in referrals to other services such as Early Help Conversations or Emotional Well Being Team, so that families can access support as appropriate.

Transitions

Times of transition (moving to the next year group or to Secondary school) can be particularly worrying for children and parents. We ensure that the children spend the latter half of the Summer preparing for this and spend time with their new teacher in their new classes. Information is passed between staff to ensure continuity each year. Secondary schools are informed of any additional needs and how best to support them. SEND children receive additional visits to Secondary schools to ease any worries or concerns.

In year transfers within school are also becoming more common at St. Aidan's CE Primary School. Using our electronic system CPOMS, information is usually shared safely and timely between schools. Schools will liaise with each other to ensure any information is passed on and support can be put in place where needed.

Statement of Intent for Supporting Equality (EDIJ) at St. Aidan's

At St. Aidan's CE Primary School, we feel that we have a responsibility to increase each child's knowledge, experience, and understanding as well as developing their capacity to learn. We recognise that for some children there may be more barriers to overcome in order for them to reach their full potential.

At the heart of our safe and inclusive school, where everyone is understood and valued, pupils will be kind, patient and respectful – developing a love of one another, a love of learning and a love of life itself.

The staff of St Aidan's CofE Primary School believe that all members of the school should be treated with respect; have individual, diverse needs recognised, and be given the opportunity to reach their full potential, regardless of age, ability, religion, gender or culture. Discrimination or bullying will not be tolerated. Please see below our EDIJ mission statement;

At St. Aidan's CE Primary School, inspired by the words of Jesus – 'I have come in order that you might have life: life in all its fullness' (John 10:10) – we are committed to ensuring that every child and adult in our school community can flourish. We believe that a full life is one where each and every person feels loved, respected and empowered to grow.

Rooted in our Christian values of love, respect, wisdom, courage, hope and forgiveness we strive to be a community where:

- *Love guides us to welcome and care for every member of our school, just as they are.*
- *Respect ensures that each person's identity, voice and story is honoured.*
- *Wisdom helps us to recognise and challenge unfairness, and act with integrity.*
- *Courage strengthens us to speak out against injustice and stand up for what is right.*
- *Hope inspires us to believe in change and build a better, more inclusive future.*
- *Forgiveness reminds us that we are all learning and gives us space to grow and heal together.*

We celebrate the richness of our diverse community, recognising each child and adult brings unique gifts and different experiences. We are committed to removing barriers to learning and well-being so that our school community can thrive.

Through inclusive teaching, compassionate relationships, and open dialogue with families and the wider community, we work every day to build a school where equity, belonging and justice are not just ideals – they are lived experiences.

If you do have a concern about your child or if you wish to discuss specialist provision/strategies or any of the aforementioned, please do not hesitate to get in touch.

Complaints

Parents/Carers should contact the SENDCo with any complaints about the provision that the pupils are receiving at school. If the complaint is not resolved, the school has

a complaints policy which can be found at www.staidanscofe.org

If your complaint is regarding the Local Authority's decision regarding statutory assessment please contact the Gateshead SEND team:

Contact at senteam@gateshead.gov.uk Phone 0191 433 3626

Parents/carers can contact the Special Educational Needs and Disability Information and Advice Support Service (SENDIASS) which is run by AXIS (Gateshead SENDIASS). This is a free, confidential service for young people who have SEND and their parent/carers. The service is available whether or not the young person has an Education Health Care Plan (Single Plan).

Gateshead Council has developed a Local Offer which provides information about education, health and social care support for children and young people with SEND in Gateshead. The Local Offer can be found at www.gateshead.gov.uk/localoffer.

Other services which can provide further support include

- IPSEA
- SEND family support
- NSPCC
- Daisy Chain
- Toby Henderson Trust

This policy is reviewed at annually or after any updates by the SENDCo Miss Julieanne Quinn. Any changes to this policy will be communicated to all relevant stakeholders.

The scheduled review date for this policy is **Autumn 2027**