

Special Educational Needs and Disabilities (SEND) Information Report 2026–2027

At St Bede's Catholic Primary School, we believe that every child is a unique child of God, loved, valued and respected. We are committed to creating a school where every child feels that they belong and can thrive. Children with Special Educational Needs and Disabilities (SEND) are welcomed as valued members of our school community and make an important contribution to the life of our school.

We know that all children learn differently. Some children may need additional support at different times in their school journey. Our aim is to identify barriers to learning early and provide the right support at the right time. We work closely with children, parents, carers and other professionals to understand each child's strengths and needs so that every child can experience success.

At St Bede's, inclusion is at the heart of everything we do. We want all children to enjoy a broad, enriching and ambitious curriculum, participate fully in school life and develop the confidence and independence they need for the future. Our support is designed not only to help children make progress but also to develop resilience, self-belief and independence.

This report explains how we identify, assess and support pupils with SEND and provides information about the provision, support and services available at St Bede's Catholic Primary School.

The SEND Code of Practice

At St Bede's, our work is guided by the SEND Code of Practice (2015). This promotes:

- early identification of needs
- partnership with parents and carers
- listening to the views of children and young people
- inclusive practice and removing barriers to learning
- working with education, health and care professionals
- preparing children for independence and adult life

What is SEND?

A child has SEND if they have a learning difficulty or disability which means they need support that is additional to or different from that normally available for children of the same age.

The SEND Code of Practice identifies four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

At St Bede's, we focus on identifying and removing barriers to learning so that every child can thrive academically, socially and emotionally.

Who are the key people responsible for SEND?

The Executive Headteacher is **Mr Jamie Carroll**.

The Heads of School are **Mrs Celia Salter** and **Mr Ben Parry**.

The **Inclusion Manager and SENDCo** is **Mrs Helen Grant**.

The Designated Teacher for Looked After and Previously Looked After Children is **Mrs Helen Grant**.

The SEND Governor is **Mrs Liz Flaherty**.

The Inclusion Manager works closely with children, families, staff and outside agencies to ensure that support is carefully planned, reviewed and adapted to meet individual needs.

How does St Bede's know if my child needs extra help?

We monitor the progress, wellbeing and development of all children throughout their time at St Bede's.

A child's needs may be identified through discussions with parents, information from previous settings, teacher observations, progress data or advice from outside professionals. Concerns about learning, communication, wellbeing or emotional development can be raised by parents or staff at any time.

If additional support is needed, we work together to identify barriers to learning and decide on the most appropriate next steps.

How do I raise concerns if I need to?

We operate an open-door approach and encourage parents to talk to us as soon as possible if they have any questions or concerns.

In the first instance, please speak to your child's class teacher. Further meetings can be arranged with the Inclusion Manager and SENDCo if needed.

Members of the Senior Leadership Team are also available by appointment.

How will St Bede's support my child?

High-quality teaching is the starting point for all children. Most children make good progress through carefully planned teaching, classroom adaptations and regular monitoring.

If concerns arise, we work with families as early as possible to understand a child's strengths, needs and any barriers to learning. We use a Graduated Approach to make sure children receive the right support at the right time.

Stage 1: Universal Support

All children receive high-quality teaching in the classroom. Teachers adapt learning, make reasonable adjustments and monitor progress carefully. Many children make good progress with this level of support.

Stage 2: Additional School Support

If concerns continue, we may gather more information through observations, assessments, discussions with parents and conversations with your child. Understanding how children feel about school, learning and friendships helps us build a fuller picture of their strengths and needs. Teachers may use Class Inclusion and Provision Maps to identify barriers to learning and ensure appropriate support and adaptations are in place.

Additional support may be introduced and reviewed regularly to check it is helping your child make progress.

Stage 3: SEND Support

If a child continues to experience difficulties with learning, communication, emotional wellbeing or school life, they may receive SEND Support.

At this stage we work with parents using an Assess, Plan, Do, Review cycle.

Assess – We gather information to understand your child's strengths, needs and barriers to learning. This includes information from parents, school staff and, where appropriate, your child's own views.

Plan – We agree outcomes and identify the support that will be put in place.

Do – Support is delivered through classroom adaptations, targeted provision, interventions and resources matched to need.

Review – We review progress, discuss what is working well and agree next steps. Children are encouraged to share what helps them learn, what they enjoy and what they still find difficult so that support can be adapted where needed.

Support may continue, be adjusted or be reduced depending on progress.

This process may be repeated several times to ensure support remains effective. Children and parents are involved throughout.

Stage 4: Specialist Advice

Sometimes we need a deeper understanding of a child's needs. We may discuss involving specialist services such as Educational Psychology, Speech and Language Therapy, Occupational Therapy, the Communication and Interaction Team or mental health services.

Specialist professionals provide advice and recommendations to help school and families understand how best to support a child.

Education, Health and Care Plans (EHCPs)

Most children with SEND have their needs successfully met through SEND Support and do not need an EHCP.

For a small number of children with significant or long-term needs, an Education, Health and Care Needs Assessment may be considered. This decision is made in partnership with families and is supported by evidence gathered through the Graduated Approach over time.

If a child has an EHCP, their views, interests and aspirations are gathered before Annual Review meetings and form an important part of the review process. We believe children should be involved in discussions about their future and encouraged to share what is important to them.

Children do not need a diagnosis to receive support. We focus on understanding individual needs and providing the right support at the right time.

How will I know how my child is doing?

We believe that working in partnership with families is essential.

Class teachers meet regularly with parents to discuss progress, celebrate successes and agree next steps. Additional review meetings may be arranged where needed.

Children receiving SEND Support have their support reviewed regularly through the Assess, Plan, Do, Review process.

Children with EHCPs have an Annual Review each year. Parents, staff and professionals contribute to these meetings and help plan future support.

We will celebrate successes, discuss concerns and agree next steps together.

How will learning be adapted for my child?

All children access the same broad and ambitious curriculum.

Teachers adapt learning to help children access lessons, participate fully and experience success. This may include providing visual supports, breaking learning into smaller steps, offering practical resources or providing additional adult guidance.

Adaptations are based on a child's needs rather than a diagnosis or label.

Developing Independence

One of our most important aims is to help children become confident and independent learners.

At St Bede's, we believe that the goal is not for adults to do more, but for children to do more for themselves.

Support is carefully planned to help children access learning, build confidence and develop strategies they can use independently. This may include visual timetables, checklists, prompt cards, structured routines and other supports that help children become increasingly independent.

As children develop confidence and skills, adult support may be gradually reduced where appropriate.

We want all children to develop resilience, solve problems, make choices and become confident learners who are prepared for the next stage of their education and life.

What support is there for my child's wellbeing?

Promoting children's emotional wellbeing is a key priority at St Bede's.

Class teachers are usually the first point of support. Additional support may be available through the Inclusion Team. This may include ELSA support, Lego Therapy, Sensory Circuits, Zones of Regulation and other targeted interventions.

Where needed, we can also seek advice from external professionals.

What specialist services work with the school?

We work closely with a range of professionals to support children and families.

These may include:

- Educational Psychology Service
- Speech and Language Therapy

- Occupational Therapy
- Physiotherapy
- School Nursing Team
- CAMHS
- Primary Behaviour Service
- Communication and Interaction Team
- Specialist Teacher Advisory Services
- Children's Services
- EMTAS
- Hampshire SEND Team

Not every child will need support from specialist services. Decisions are based on individual circumstances. Parents are fully involved in discussions about referrals and specialist support.

How will my child be included in school trips and activities?

We want all children to participate fully in the life of the school.

Careful planning and reasonable adjustments are made to ensure children with SEND can access trips, clubs, residential visits and enrichment opportunities wherever possible.

Where additional arrangements are needed, these will be discussed with families in advance.

How accessible is the school?

We are committed to making our school accessible for all children and families.

The ground floor of the school is wheelchair accessible and accessible toilet facilities are available near the main entrance.

We work with parents and professionals to make reasonable adjustments so that children can access learning and participate fully in school life.

Further information can be found in our Accessibility Plan.

How do we support transition?

We know that changes can sometimes be challenging.

We work carefully to support children when starting Reception, moving between classes and transferring to secondary school.

Support may include additional visits, transition books, photographs, meetings, social stories and personalised transition plans. Some children may also have a Transition Partnership Agreement (TPA) to support a successful move between settings.

Children are encouraged to share their thoughts, worries and hopes about transition so that support can be planned around what matters most to them.

Our aim is to help every child feel safe, confident and ready for their next step.

What training do staff receive?

Our staff receive regular training to help them meet the needs of children at St Bede's.

Training may include:

- Inclusive classroom practice
- Autism
- ADHD
- Speech and Language Development
- Emotional Wellbeing
- Attachment and Trauma-Informed Practice
- Sensory Needs
- Physical Intervention
- Safeguarding

Training is updated regularly and is responsive to the changing needs of the children in our school. Staff also receive advice and training from specialist services when needed.

How are parents involved?

Parents are important partners in their child's education.

We value your knowledge, views and experiences. We encourage parents to attend meetings, contribute to reviews and work with us to plan the best support for their child.

Parents are involved throughout the Graduated Approach and are encouraged to share their views, aspirations and any concerns they may have. Together, we can achieve the best possible outcomes for every child.

Hampshire Local Offer

The Hampshire Local Offer provides information about services and support available for children and young people with SEND and their families.

This includes information about education, health services, social care, support groups and preparing for adulthood.

A link to the Hampshire Local Offer can be found on our school website.

What should I do if I have a concern?

Please speak to your child's class teacher in the first instance.

You can also contact:

- Mrs Helen Grant, Inclusion Manager and SENDCo
- A member of the Senior Leadership Team
- The Headteachers

Further information can be found in the school's Complaints Policy.

Contact Details

We welcome opportunities to work together so that every child feels valued, included, successful and able to reach their full potential.

Mrs Helen Grant
Inclusion Manager and SENDCo

h.grant@st-bedes.hants.sch.uk

If you have any questions or concerns about your child's learning, wellbeing or development, please speak to your child's class teacher in the first instance.

You can also contact the school office to arrange a meeting with the Inclusion Manager and SENDCo.

St Bede's Catholic Primary School

Popley Way
Basingstoke
RG24 9DX

Telephone: 01256 473379

Email: adminoffice@stbedes.hants.sch.uk

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