

Annual SEND Report – Updated December 2025 Evaluating the Effectiveness of Benfield School’s Provision for Pupils with SEND

The Annual SEND Report should be read in consultation with the SEND Information Report, the SEND Policy and the Accessibility Plan.

This report reflects how school has used SEND funding to meet pupils’ needs.

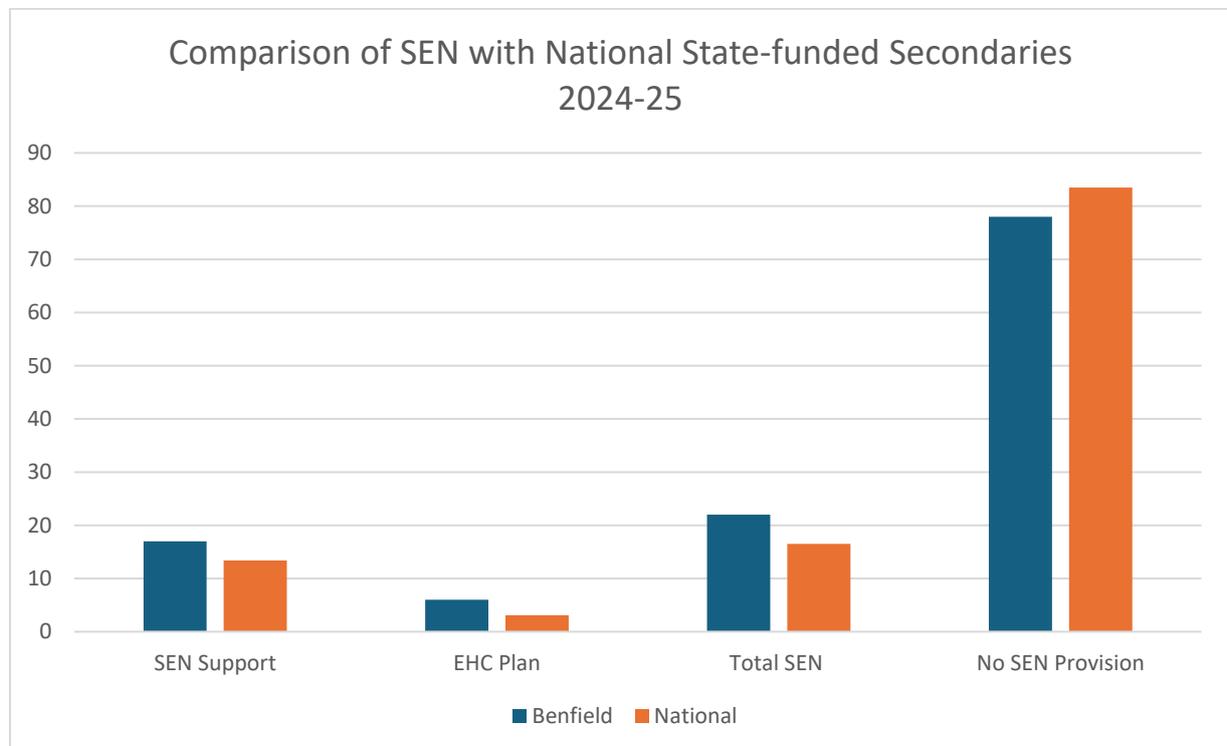
Context: This information was accurate at the time the report was written.

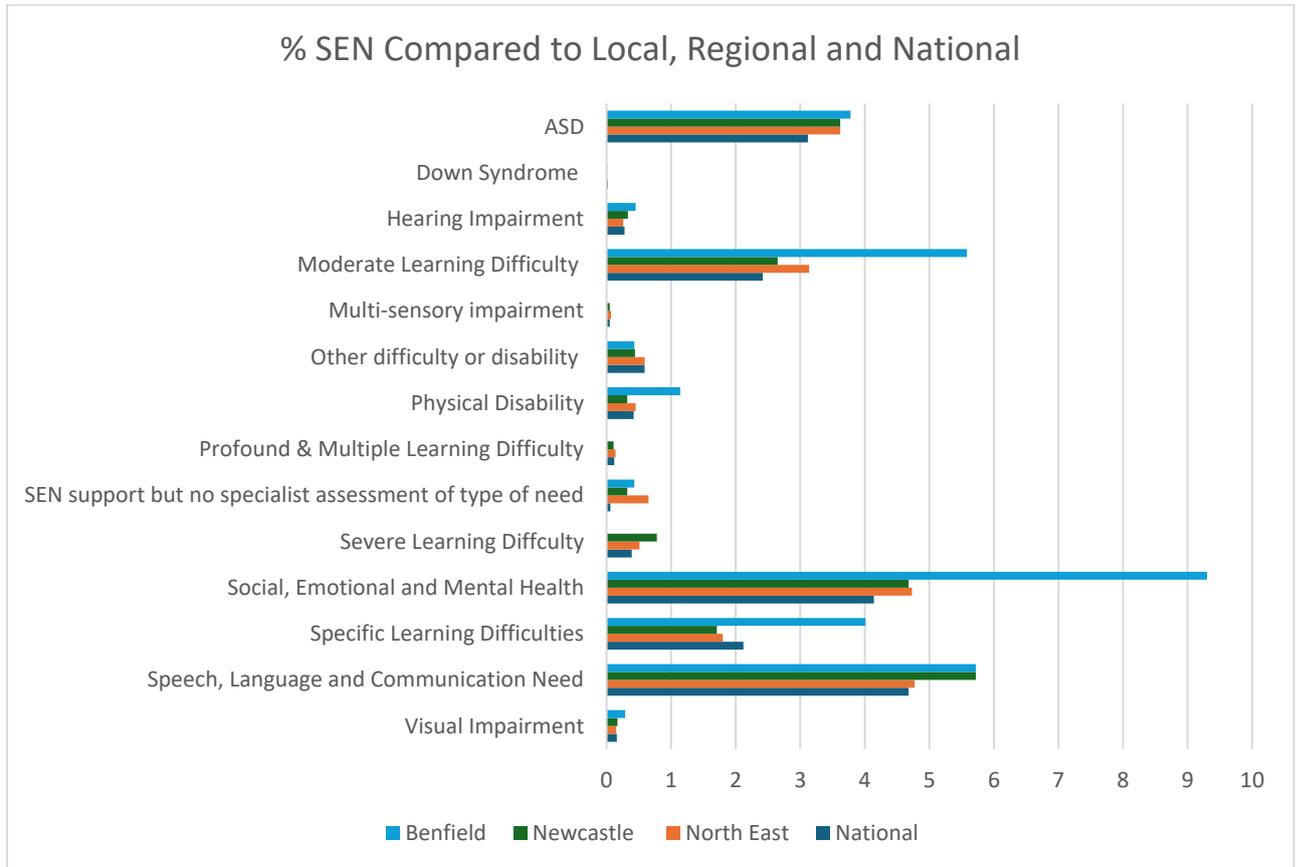
SEND profile of the school

Benfield School has two additionally resourced provisions:

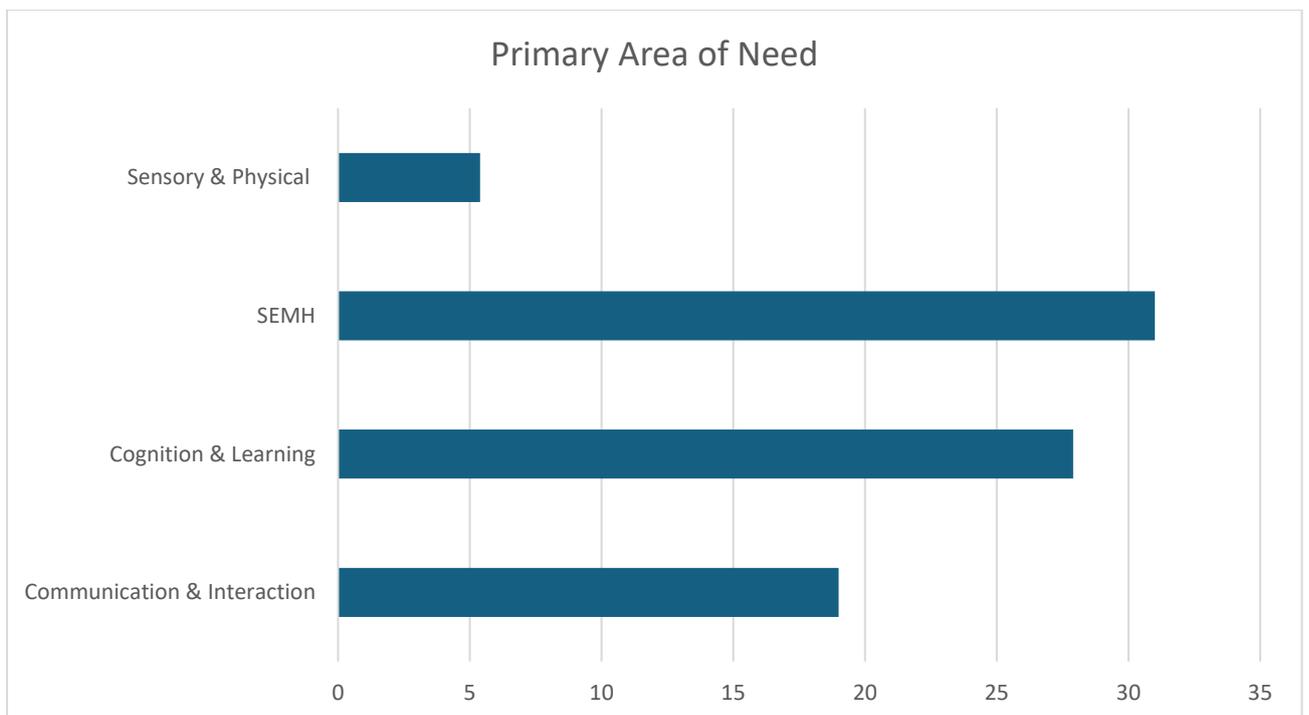
- Cherrywood Communication ARP
- Physical Disabilities ARC

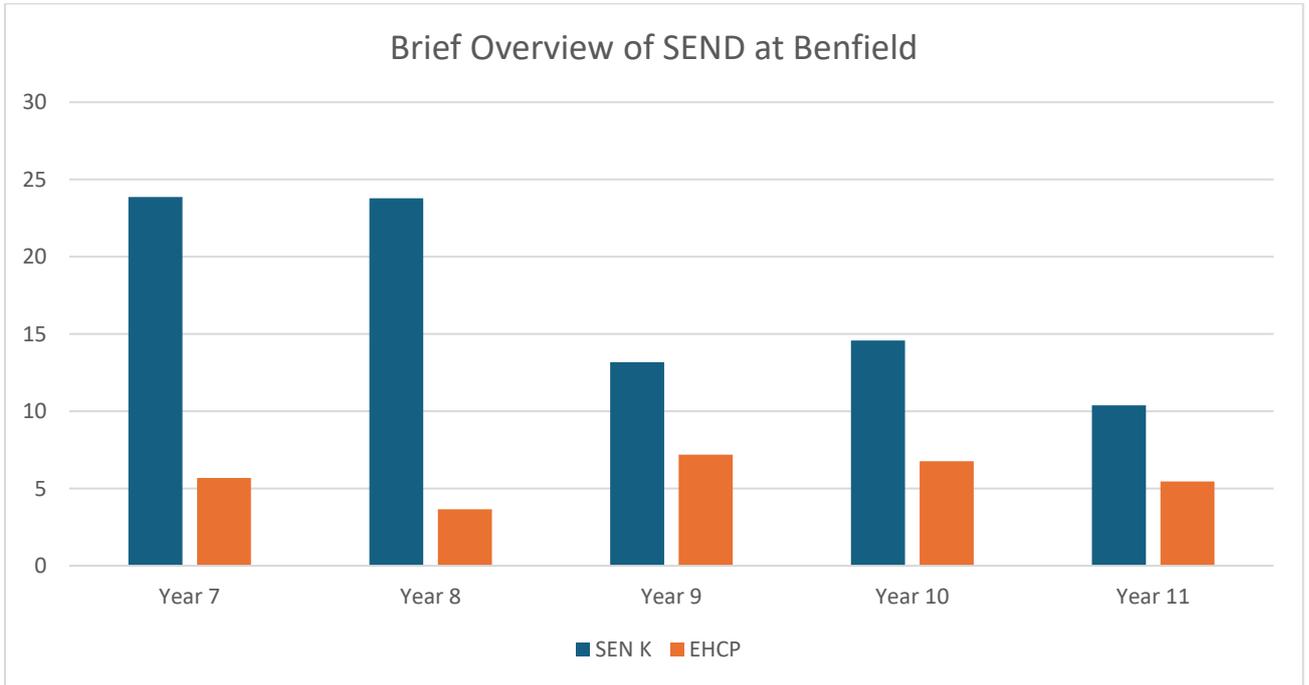
Percentage of SEN at Benfield School compared with national data:



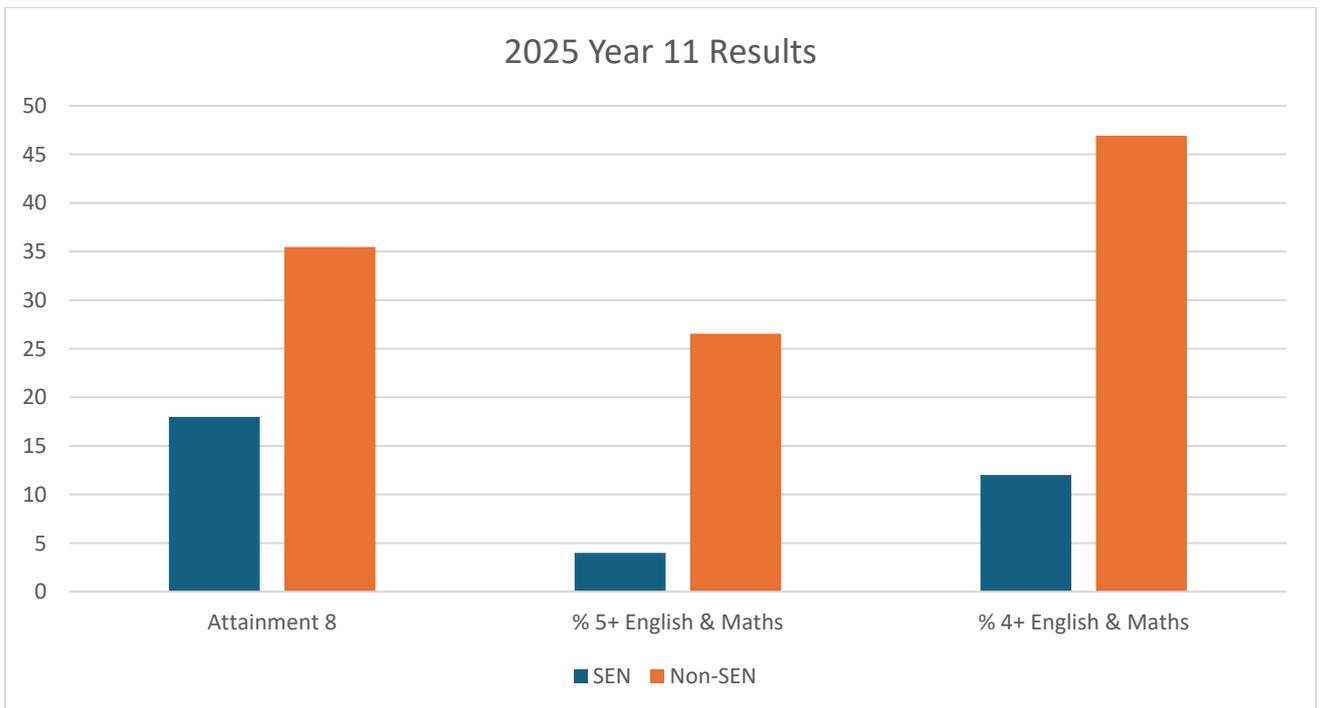


Overview of the needs for 2024-25





Data



Attendance:

Year	School Percentage	SEN Support %	EHCP%	Non-SEND%
2024-2025	85.9	77.5	82.8	85.5
2023-2024	86.4	76.79	81.29	88.23
2022-2023	81.7	68.34	73.75	84.42

Suspensions and Exclusions:

Year	Suspensions and Exclusions	SEN Support %	EHCP%	Non-SEND%
2024-2025	921	26.8	3.6	6.6
2023-2024	988	45.5	5.4	49.1
2022-2023	1061	26.5	8.7	64.8

Next steps: What will you do next after evaluating the above?

- Further training on use of SEND Support Plans as a tool for all staff to monitor and support SEND pupils.
- Continued work with Newcastle SEMH team and Trust Educational Psychologists to develop resources and provision further.
- Review of school windscreen tracker to ensure earlier identification for pupils with SEND, in particular SEMH.
- Continued work with all staff on engaging pupils with SEND with their learning to improve progress, behaviour, attendance and outcomes.
- Further development of relational approach to support all pupils.

Staff Training and Expertise:

Date	Topic	Intent	Impact
September 2024	Effective support from LSAs in mainstream	To ensure all SEND LSAs have an understanding of expectations within mainstream classes To highlight what effective support looks like in a mainstream class and give real life examples of this.	Pupils with SEND are supported effectively in the classrooms to allow them to reach their full potential. Support plans are used effectively to ensure children with SEND receive the correct support in class. LSAs are confident in their

		All LSAs to have confidence in reading support plans and following the advices on them to support children within mainstream lessons.	role within classes and can support children with SEND effectively.
September 2024	Fresh Start Phonics refresher	To ensure staff coordinating and delivering reading interventions are confident to implement these.	Staff implement reading interventions so that pupils in the lowest 20% of readers make accelerated progress.
October 2024	Developmental language disorder (DLD)	To ensure all staff understand the key signs of developmental language disorder To ensure staff have a knowledge of key strategies to support children with DLD	Staff feel confident with the spotting and supporting DLD Children's increasing/ decreasing needs can be quickly identified by LSAs and Support plans adapted promptly to mirror levels of support needing to be implemented in class.
November 2024	Supporting Children with PD in mainstream	Staff to feel confident as to how to support children with PD in the mainstream classroom. Staff to build an awareness of the varying needs PD children may have and best practise ways of supporting them.	Children with PD are effectively supported within the mainstream class. Staff have more confidence in their knowledge of assessing children's needs (using DoN) and adapting levels of support as necessary.
November 2024	Epipen/ Medical training	All staff to understand how to support pupils with specific medical needs	All staff can ensure the safety of our children
December 2024	Dyslexia Training	Staff understand the importance of basic	Children are supported in the mainstream class to

		<p>Literacy skills within the children they support.</p> <p>Staff have an awareness of how best to support children in specific dyslexia interventions.</p> <p>Staff are able to confidently weave phonological support within mainstream lessons where they support children.</p>	<p>remove literacy barriers to other lessons; allowing them to be successful in a wider range of subjects.</p> <p>Children spend less time in bespoke interventions and more time within the mainstream class accessing Quality First Teaching.</p> <p>Results improve for children with SEND.</p>
December 2024	Think Good Feel Good	<p>SEND and staff are trained in delivering this SEMH intervention so that early intervention can take place.</p>	<p>Pupils develop their self esteem and understanding of their emotions so that there are decreased incidences of dysregulation and pupils are well-equipped to co- or self-regulate.</p>
January 2025	PACE	<p>Staff understand PACE (playfulness, awareness, curiosity and empathy) and are able to identify how this supports the children they work with.</p> <p>Staff develop a relational way to implement PACE strategies to support the children they work with.</p> <p>Staff develop a language bank of PACE vocabulary and use this as common practise.</p>	<p>Children develop positive relationships with staff members and there are less behavioural escalations.</p> <p>Children are able to widen their 'window of tolerance' and use vocabulary around emotions to describe how they are/ were feeling during certain situations.</p>
January 2025	Lego Therapy	<p>SEND and staff are trained in delivering this intervention so that</p>	<p>Pupils develop their social skills (turn-taking, communication,</p>

		early intervention can take place.	teamwork), emotional regulation, and cognitive abilities (problem-solving, focus), fostering confidence and resilience by building on their interests.
February 2025	Supporting children with SEMH	Staff to feel confident as to how to support children with SEMH in the mainstream classroom. Staff to build an awareness of the varying needs SEMH children may have and best practise ways of supporting them.	Children with SEMH are effectively supported within the mainstream class. Staff have more confidence in their knowledge of assessing children's needs (using DoN) and adapting levels of support as necessary.
March 2025	Making sense of Autism	Staff to feel confident as to how to support children with C&L in the mainstream classroom. Staff to build an awareness of the varying needs C&L children may have and best practise ways of supporting them.	Children with C&L are effectively supported within the mainstream class. Staff have more confidence in their knowledge of assessing children's needs (using DoN) and adapting levels of support as necessary.
March 2025	EBSNA	Staff to feel confident as to how to support children with EBSNA in the mainstream classroom. Staff to build an awareness of the varying needs C&I children may have and best practise ways of supporting them.	Children with C&I are effectively supported within the mainstream class. Staff have more confidence in their knowledge of assessing children's needs (using DoN) and adapting levels of support as necessary.
May 2025	Supporting children with	Staff to feel confident as to how to support	Children with SLCN are effectively supported

	SLCN	<p>children with SLCN in the mainstream classroom.</p> <p>Staff to build an awareness of the varying needs SLCN children may have and best practise ways of supporting them.</p>	<p>within the mainstream class.</p> <p>Staff have more confidence in their knowledge of assessing children's needs (using DoN) and adapting levels of support as necessary.</p>
June 2025	Effectively supporting regulation in mainstream	<p>Staff are experienced in co-regulation and self-regulation.</p> <p>Staff are able to identify children who struggle with regulation though DoN documents.</p> <p>Staff are equipped with co-regulation and self-regulation strategies and have the confidence to use these with children when needed.</p> <p>Staff have an awareness of Zones of Regulation and are able to use the vocabulary and resources to support children to understand their emotions.</p>	<p>Children are able to develop the skills needed for self-regulation.</p> <p>Children have an increased awareness of their own emotions and are able to articulate the thoughts and feelings specific to them as they feel them.</p> <p>Staff are able to support children to regulate in the mainstream classroom with minimal disruption to their learning.</p> <p>Children spend more time regulated within their lessons and consequently able to access more meaningful learning.</p>
July 2025	Supporting transitions for children with SEND	<p>Staff are aware of stresses which may be felt by children during transition periods and are able to identify ways (using Universally Available provision) to support children within the mainstream classroom.</p>	<p>Children are able to transition into their next year group with strategies to support their mental health and well-being.</p> <p>Children are given the chance to think about and articulate any concerns they may have with</p>

		Staff develop the confidence to identify level of need using DoN documents and are able to support children effectively.	impending transitions and feel heard by staff. Staff respond to concerns and support children to have a positive transition experience.
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Next steps: What CPD needs have you identified based on pupil need, staff audit?

- Supporting pupils with SEMH – curriculum planning, bespoke intervention, holistic pastoral and quality of education approach.
- Developing subject specific targets for pupils with SEND.
- Understanding exam access arrangements and how quality first teaching can support pupils in developing their confidence using these.

Working with Outside Agencies

The schoolwork with a range of outside agencies to receive advice and support for pupils and training for staff- they include services such as:

- SEND ASAP: The SEND Allocation, Support and Advice Panel provide school with support and advice for individual pupils that are referred to them. The panel allocate support from specialist teachers, Educational Psychologists or recommend support programmes.
- CYPS: The school may make referrals to the Single Point of Access (SPA) in order for a young person to receive support or assessment from Children and Young People’s Services.
- SENDOS: SEND Outreach Service - referrals can be made for assessments and advice for Specific Learning Difficulties such as Dyslexia & support from the Speech and Language Team
- Educational Psychologist: NEAT Academy Trust contract ASK Psychology who work in school regularly to support pupils who have been identified by the SENDCo. Dr Brook is our designated Educational Psychologist who can work on an individual or small group basis to provide targeted support.
- Newcastle SEMH Team: The team has worked with the school to support groups of pupils who demonstrate difficulties with SEMH. The team have provided staff training and advice.
- LIP: Local Inclusion Panel provide school with support and individual pupils who are referred to them. The panel allocate support from Inclusion Key Workers, Educational Psychologists or recommend support programmes.
- TAS: The Team Around the School is a multi-agency approach where professionals collaborate to support children and families facing challenges,

focusing on early help by connecting them to community services for issues ranging from health and behaviour to social care, using data to identify needs and providing coordinated, whole-family support to achieve positive outcomes.

The school also work with outside professionals, who provide advice and support for individual pupils:

- Occupational Therapists:
- Psychologists
- Nurse Practitioners
- Dieticians
- Consultants
- SALT

Next Steps:

Develop our Team Around the School meetings to ensure that we are addressing the specific needs of our pupils with SEND for early identification, assessment and intervention.

Utilise the support from SEND ASAP, LIP and ASK Psychology to further develop the universal offer and more specific provision in school.

Pupils Views:

Our SEND Team work with pupils to gather their views to update their SEND Support Plan; the information gathered is used to inform provision and update advice for teachers. Where appropriate or relevant parents are updated with important information and referrals for additional support can be made.

Pupil voice questionnaires are sent to parents to help their child collect pupil voice. The information gathered informs support plans and provision in place.

We also collect pupil's views by asking them to attend meetings to discuss their progress and outcomes, where appropriate.

Where pupils have an EHC Plan, they are asked to be an active part of their annual review including attendance at the meeting, where appropriate.

Next Steps:

- Continue to provide opportunities for pupils to provide their views throughout the academic year, including pupil book studies and bespoke voice activities.
- Continue to collaborate with relevant agencies and professionals to give pupils an opportunity to speak with them and seek advice.

Parents/Carers' Views:

- Parent views are collected via parent surveys and through review meetings.

- Parents are encouraged to contact the SENDCo or SEND team with any concerns they have and the SENDCo is available at Parents' Evenings.

Next steps:

- Utilise all methods of communication to ensure we are engaging all parents of pupils with SEND.
- Provide more regular opportunities for parents to provide their views in person.
- Develop a Parent Carer Forum that can meet once every term to discuss the provision offered and agree actions to improve and adapt provision further.

What OFSTED says...

Benfield School received a graded inspection from Ofsted on 7th and 8th May 2025. Their findings included:

'Leaders have high ambition for pupils with special educational needs and/or disabilities (SEND). Their needs are accurately identified. Teachers have a clear understanding of pupils' needs. They make necessary adaptations in lessons to support pupils' ability to learn effectively. Pupils from the school's SEND resourced provisions are well integrated into all aspects of school life. They receive the support they need to access the curriculum. However, pupils with SEND experience the same variable teaching quality as their peers.'

Link to Local Offer

<https://www.newcastlesupportdirectory.org.uk/send-local-offer>

Date: December 2025