

Annual Special Educational Needs and Disabilities (SEND) Report 2024 - 2025

Evaluating the effectiveness of St. Cuthbert's Primary School's provision for pupils with SEND.

St Cuthbert's Mission Statement

God made us all unique

To learn, live and grow

To show care, concern and friendship

To be the best we can

Showing Christ's love in all we do.

Date of report	**September 2025**
Date of last review	**September 2024**
Reviewed by	**Local Governing Committee**
Date of next report	**September 2026**

St. Cuthbert's' Catholic primary School
Annual SEND Report 2024-2025

St Cuthbert's is a very happy and welcoming place, where the needs of all of our children are central to our educational philosophy. We aim to provide an environment where all pupils feel safe and can flourish by responding to individuals in ways which take into account their varied life experiences and particular needs.

As a Catholic school, we aim to develop the social, cultural, intellectual, aesthetic, physical, moral and spiritual attributes of each and every child in our care. St. Cuthbert's is committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood. The pursuit of excellence is at the heart of our Catholic school and forms an integral part of the education we offer which enables all pupils to develop their talents to their full potential as a unique person made in God's image.

'Pupils thrive in an environment that is caring, supportive and highly inclusive. The school is ambitious for pupils and ensures that they are well prepared for each step in their education journey. This is reflected in their achievement in reading, writing and mathematics, along with a range of other subjects.'

'Pupils behave exceptionally well. They show great consideration towards one another. They are polite and thoughtful. This positive behaviour stems from pupils' understanding of the core values of the school, such as respect and tolerance. Pupils work hard in lessons.'

'The school curriculum provides the pupils with a breadth of learning across the full range of subjects. Pupils learn these subjects effectively so that, by the time they leave Year 6, they are well prepared for the secondary school curriculum. This equally applies to pupils with special educational needs and/or disabilities (SEND).'

'The teaching of reading is highly effective. When some pupils need more help with learning to read, they receive timely and effective support. Pupils at the end of key stage 2 attain highly in national reading assessments.'

'Pupils with SEND learn successfully alongside their peers. Those pupils who may need additional support are promptly identified. Staff ensure that pupils with SEND receive the right support in lessons.'

'The programme for pupils' personal development is a significant strength of the school. It helps to ensure that pupils have an effective understanding of life beyond school.'

'Lessons proceed without any need to remind pupils of the school's high expectations. Pupils play well together at social times. They enjoy strong relationships with staff, and they trust the adults that work with them.'

'Leaders at all levels are highly aspirational for the pupils. The school engages extremely effectively with parents and carers.'

Ofsted 2025

This report reflects how St. Cuthbert's Catholic Primary School has used SEN funding to meet pupils' needs.

Context 2024-2025:

- St. Cuthbert's Catholic Primary School caters for pupils aged 3-11 years old
- There are 224 pupils on roll
- 43 pupils (19.2%) at St. Cuthbert's Catholic Primary school are identified as SEND

Key Stage	SEN Support	EHC Plan	Total
EYFS	6	2	8
Key Stage 1	9	2	11
Key Stage 2	28	5	33
Total	**43**	**9**	**52**

Primary Type of SEND Need	Number of Pupils	% of SEND Pupils (52)	% of SEND Pupils on SEN Support (43)	% of SEND Pupils on an EHC Plan (9)
Sensory & Physical (SP)	2	4% (National 4.8%)	4.65% (2) (National: 4.3%)	0% (0) (National: (6.0%)
Communication & Interaction: Speech & Language (SLCN)	11	22% (National: 24.5%)	23.3% (10) (National: 25.7%)	11% (1) (National: (20.7%)
Communication & Interaction: Autism (SLCN)	8	15% (National: 16.2%)	4.65% (2) (National: 9.7%)	67% (6) (National: (33.6%)
Cognition and Learning Difficulties (CLD)	8	15% (National: 15.2%)	18.6% (8) (National: 14.62%)	0% (0) (National: (17.1%)
Specific Learning Difficulties (SPLD)	9	17% (National: 11.0%)	21.0% (9) (National: 13.6%)	0% (0) (National: (4.3%)
Social, Emotional and Mental Health (SEMH)	14	27% (National: 21.56%)	28% (12) (National: 23.6%)	22% (2) (National: (16.0%)

Number on roll	228
% of pupils with SEND:	22.80% (National: 19.5%)
% of pupils with SEN support:	18.85% (National: 14.2%)
% Boys on SEN support:	22.22% (24)
% Girls on SEN support:	16.10% (19)
% of pupils with an EHC plan:	3.95% (9) (National: 5.3%)
% Boys with an EHC plan:	6.48% (7)
% Girls with an EHC Plan:	1.70% (2)

Pupils on SEND Register:	52
% Pupil Premium:	37.% (19) (National: 25.7%)
% EAL	25% (13) (National 15.6%)
% Girls:	40% (21) (National 36.03%)
% Boys:	60% (31) (National 63.96%)

Attendance 2024-2025

	SEND SUPPORT	SEND EHCP	NON SEND
Nursery	**n/a**	**n/a**	**n/a**
Reception	**88.1**	**95.8**	**95.80%**
KS1	**92.30%**	**99.6%**	**93.60%**
LKS2	**96.05%**	**93.65%**	**96.10%**
UKS2	**92.45%**	**96.35%**	**95.60%**
All Years	**93.60%**	**96.50%**	**95.40%**

Exclusions:

There have been no exclusions for any pupils (SEND or non-SEND) in the academic year 2024-2025.

Next Steps:

- Continue to monitor absence through daily phone calls, text messages, parent meetings, absence letters and attendance contracts.
- Further monitoring attendance & lateness or pupils with SEND in order to identify any additional difficulties in which pupils with SEND and their families may be facing. Particularly monitor pupils with SEMH at risk of developing school-based avoidance.
- Early identification of those pupils at risk of long term emotionally based school refusal and onward referral for specialist advice and support.
- Continue to refer families for additional support through Early Help and from outside agencies (CYPS, Educational Psychology, SENDOS) where needed.
- SENCO and school staff to continue to work together with external agencies such as CYPS, School Health and medical professionals wherever necessary.

- Work closely with the Newcastle SEMH Inclusion Service to continue to develop resources and provision.

School Data – 2024-2025:

Data – EYFS and KS1:

The following data highlights the percentage of pupils meeting Age Related Expectations in Attainment at the end of each year in EYFS and KS1.

Attainment
% of children meeting age related expectations

	Nursery (5)		Reception (3)		Year 1 (2)		Year 2 (9)	
	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND
Reading	**20**	**50**	**0**	**86**	**0**	**89**	**22**	**80**
Writing	**20**	**50**	**0**	**78**	**0**	**82**	**11**	**80**
GPS					**0**	**89**	**33**	**88**
Maths	**20**	**50**	**0**	**91**	**50**	**89**	**33**	**85**

The following data highlights the percentage of pupils making expected or greater than expected progress in each year in EYFS and KS1.

Progress
% of children meeting expected or greater than expected progress

	Nursery (4)		Reception (0)		Year 1 (2)		Year 2 (9)	
	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND
Reading	**25**	**100**	**100**	**95**	**100**	**92**	**44**	**79**
Writing	**25**	**100**	**100**	**95**	**50**	**92**	**22**	**89**
GPS					**100**	**56**	**100**	**95**
Maths	**25**	**94**	**100**	**100**	**0**	**92**	**56**	**79**

Not assessed

Children Passing Year 1 Phonics Screen:
0% SEND : 89% Non SEND

Children meeting Early learning Goals in EYFS:
0% SEND : 74% Non SEND

Data – KS2:

The following data highlights the percentage of pupils meeting Age Related Expectations in Attainment at the end of each year in KS2.

Attainment
% of children meeting age related expectations

	Year 3 (7)		Year 4 (9)		Year 5 (8)		Year 6 (8)	
	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND
Reading	**29**	**96**	**56**	**90**	**0**	**70**	**25**	**95**
Writing	**14**	**83**	**22**	**86**	**0**	**70**	**25**	**95**
GPS	**14**	**87**	**22**	**86**	**13**	**70**	**25**	**86**
Maths	**29**	**96**	**33**	**86**	**25**	**75**	**25**	**95**

The following data highlights the percentage of pupils making expected or greater than expected progress in each year in KS2.

Progress
% of children meeting expected or greater than expected progress

	Year 3 (7)		Year 4 (9)		Year 5 (8)		Year 6 (8)	
	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND
Reading	**33**	**45**	**100**	**81**	**88**	**53**	**88**	**90**
Writing	**17**	**50**	**100**	**81**	**100**	**63**	**63**	**90**
GPS	**43**	**68**	**88**	**100**	**100**	**37**	**88**	**95**
Maths	**43**	**64**	**100**	**81**	**88**	**26**	**75**	**81**

Next Steps:

- Ensure all children are accessing a rich, broad and balanced curriculum and that learning outcomes are strong in all areas ensuring children are ready at all phases for the next stage of their development.
- Continue to provide targeted support (T/TA) in lessons and small group intervention work in Phonics, Reading, Writing and Maths.
- Continue to carry out general screens on those pupils under-achieving and, if appropriate, refer to external agencies (e.g. SEND Outreach, Educational Psychology Service).
- Introduce Maths screening to target those pupils under-achieving in Maths.
- Introduce Wellcomm Speech and Language screening to identify and target pupils for intervention and, if appropriate, refer to Speech and Language therapy.
- Continue to provide additional and different provision to support pupils with SEND and ensure that they make progress

Year 6 Transition

Children with SEND transitioned to four different mainstream secondary schools.

Transition support included;

- Conversations with SENCo from each school to discuss children on SEND register.
- Conversations alongside our Year six team with other relevant secondary staff (e.g: pastoral leads, heads of year) to discuss vulnerable children
- Conversations with parents and SENCo of the new school to discuss transition and support needs
- Transition Pupil Passport completed with Specialist Teacher Communication and Interaction, SENDOS
- 1:1 transition support sessions through SEMH Inclusion Service

Provision:

All children across school access Wave 1 provision as part of inclusive quality first teaching; making adjustments to everyday classroom practise to ensure all children are able to access all lessons.

Communication & Interaction	**Cognition & Learning**
Modelling of skills Clarify, display and refer back to new/difficult vocabulary Pupil's name and eye contact established before giving instructions Clear and simple instructions, breaking down longer instructions and giving one at a time Check for understanding Time given for processing and responding Repetition and reinforcement of skills including worked examples Differentiated questioning / modelling/ explaining Increased visual aids e.g. Visual timetables, visual cues and prompts Support for key words / subject specific vocab Learning through talk and discussion Key vocabulary displayed/available Language of choice Expectations made explicit Preparation for change (including of activity or lesson)	High levels of challenge and expectation Differentiated curriculum planning and engaging activities Modelling of skills Clarify, display and refer back to new/difficult vocabulary Pre-teaching key concepts Clear and simple instructions, breaking down longer instructions and giving one at a time Check for understanding Visual prompts and cues Time given for processing and responding Repetition and reinforcement of skills including worked examples Formative assessment / effective feedback Differentiated questioning / modelling/ explaining Increased visual aids e.g. Visual timetables, visual cues and prompts Use of writing frames 1:1 and group reading Guided writing Record ideas in different ways (speak/scribe) Use of support materials and resources e.g. Numicon. Provision of table top resources to promote independence and ensure that learning is multi-sensory and practical.
Sensory & Physical	**Social, Emotional & Mental Health**
Flexible teaching arrangements Staff aware of implications of physical impairment Increased visual aids e.g. Visual timetables, visual cues and prompts Motor skills development in EY Improved accessibility of building Check for understanding Time given for processing Regular opportunity for movement / movement breaks	Clear whole school behaviour for learning policy Whole school reward and sanctions systems PSHE focused work Formative assessment / effective feedback Development of metacognitive skills Flexible and creative use of rewards and consequences e.g. 'catch them being good' Praise effort as well as outcome Identify and build on preferred learning styles Positive language to re-direct, reinforce expectations e.g. use of others as role models Specific feedback Consistency Preparation for change (including of staffing)

Children who have additional needs access a wide range of Wave 2 interventions (small group provision to enable children to work at Age Related Expectations or above). A small number of children access Wave 3 (highly personalised) interventions.

2024-2025 Interventions	
Social, Emotional and Mental Health	1:1 Counselling sessions (Kalmer Counselling) Nurture sessions – Wellbeing Centre PSED – Enchanted Forest 1:1 Three Houses Starve the Anxiety Gremlin TalkAbout Recognising Emotions
Cognition and Learning	Additional Phonics (Y1 – Y3) Colourful Semantics Memory and Processing Plus One / Power of 2 Visual Sequential Memory Auditory Memory Sound Linkage Phonological Awareness Reading Eggs / Reading Eggspress
Speech, Language and Communication	1:1 Speech and Language Talk Boost Box Time CAL – Enchanted Forest Socially Speaking TalkAbout
Physical Difficulties	Write from the Start / Write Start 'Speed Up' handwriting programme 1:1 OT sessions Motor Skills – Enchanted Forest

The impact of interventions is reviewed termly and shared with parents at review meetings/parent's evenings.

Next steps:

- Continue to schedule time each term for the SENCO, class teachers and teaching assistants to discuss the needs and progress of the children with SEND in order to effectively plan support and interventions.
- Continue detailed tracking to identify pupils for relevant interventions and to monitor progress of SEND pupils.
- Ongoing training through Bishop Bewick Catholic Education Trust Network Meetings about maximizing the impact of teaching assistants (MITA Project).

Working with outside agencies:

In the academic year 2024-2025, St. Cuthbert's had SLAs with the following:

- Newcastle School Effectiveness SEND Team, who offer support to SENCOs to keep them up to date with key SEND developments in the Local Authority and nationally and to ensure inclusive provision by developing excellent established practise.
- An independent Educational Psychologist, Becky Glover.

The staff of St. Cuthbert's also worked closely with:

- Bishop Bewick Catholic Education Trust SENCOs – half-termly network meetings and CPD.
- Special Educational Needs and Disabilities Outreach Service (SENDOS) who provide support for Specific Learning Difficulties (Dyslexia and Dyscalculia), Speech and Language, Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Early Years specialist support.
- SEMH Inclusion Service
- Speech and Language therapy (SALT)
- Children and Young People's Services (CYPS)
- School Health
- Children in Care Team / Virtual School

Next Steps:

- On-going continuing professional development (CPD) in relation to the needs of the pupils for all staff. Continue to call on specialist training, advice and support from external agencies to ensure that staff feel confident in their knowledge and implementation of strategies to support pupils with additional needs.
- Access external support and specialist advice using the SEND Outreach Service through the SEN Advice and Support Allocation Panel.
- SEND budget will be used to continue to purchase specialist professional services from the Local Authority and privately:
  - Newcastle School Improvement Service
  - School Educational Psychologist

Other services will be purchased as needs are identified.

Pupils Views:

The views of all pupils are valued. Pupils with SEN are supported to be involved in decision making and to be able to express any concerns. All pupils are aware of their individual targets and are their views are included in their Person-Centred Plans which are reviewed and updated on a termly basis.
SEND pupil voice is also gathered through subject-specific pupil conferencing when half-termly work scrutinies take place.

Parent/ Carer Views:

Parent views are collected via parent surveys and through review meetings. Parents are encouraged to contact the SENCO or SEND team with any concerns they have.

Key areas for development and progress for SEND:

- Continue to prioritise mental health and wellbeing to support the Social, Emotional and Mental Health Needs of all pupils.
- Ensure that all teachers feel confident to deliver high quality teaching in the classroom to enable all children with SEND to access the curriculum
- Ensure all subject leaders are able to explain how children with SEND are able to access and make progress within their subject area.
- Additional screeners for Maths and Speech, Language and Communication (Wellcomm) to identify pupils for additional support and intervention and, if appropriate, referral to external agencies (e.g. Speech and Language Therapy, SEND Outreach, Educational Psychology Service).
- Continue to work with AH to streamline SEMH support through the Wellbeing Centre and Enchanted Forest.
- Embed partnership work with the SENCO at St. George's and with other SENCOs within the trust to share good practice & explore key priorities.
- SENCO to continue to work closely with subject leaders to ensure accurate knowledge and awareness of learners with SEND in terms of curriculum intent and implementation – how it is adapted, designer or developed for learners with SEND.

The Local Offer for children with Special Educational Needs and/or Disabilities

Newcastle City Council has a 'local offer' of information and guidance for pupils with SEN or disabilities, their families and those who support them. This sets out the services and provision available in Newcastle and the surrounding area for children and young people from 0 to 25 years of age who have Special Educational Needs and/or Disabilities (SEND).

More information on the Local Offer can be found at: Newcastle Support Directory (www.newcastlesupportdirectory.org.uk)

Please follow this link if you would like more information about the Newcastle Local Offer.

If you would like further information please contact our SENCO, Lindsey Roberts, on 0191 2860129.