

Special Educational Needs and Disabilities (SEND) Information Report

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 2021**
Date of last review	**September 2025**
Reviewed by	**Local Governing Committee**
Date of next report	**September 2026**

Special Educational Needs and Disability Information Report

The SEN Information Report should be read in consultation with the SEN policy, Accessibility Plan and Annual SEN Report. Together they include details of:

- *The school's admission arrangements for pupils with SEN or disabilities*
- *The steps school have taken to prevent pupils with SEN or disabilities from being treated less favourably than other pupils*
- *The facilities provided to assist access to the school by pupils with SEN and disabilities.*

(Children and Families Act 2014, Part 3)

This document is intended to provide parents, carers and families with information on how we support pupils identified with a special educational need or disability. We provide a full range of educational and pastoral support to all our children. The information here is general; each child is an individual and will receive unique provision and resources where necessary. Our practise is continually monitored and modified to meet the changing requirements of individual pupils' needs.

Parents can also contact their local **Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS)** for impartial information, advice and support in relation to their pupil's SEND and/or disability.

The Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service who can be contacted on 0191 2116255 or by email: SENDIASSadmin@newcastle.gov.uk
The Newcastle SENDIASS manager is Sarah Francis. She can be contacted on the above number or by email: sarah.francis@newcastle.gov.uk

Rationale

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.

We recognise, and value, the need for a full range of educational and pastoral support. In addition to a fully qualified SENCO (Special Educational Needs Co-ordinator) we work very closely with various professionals from a wide range of outside agencies. St. Cuthbert's provides support to pupils with emotional or mental health difficulties; relationships, bereavements and self-esteem issues through targeted work with SEN staff, family support workers and external counselling agencies.

For all pupils at St. Cuthbert's who have a Special Educational Need:

- *We use pupil friendly Person-Centred Plans (PCPs) which clearly state the pupil's area(s) of need, their targets and the provision and resources to be implemented to support them in meeting the targets set for them.*
- *Recognise that the family is the expert on their child and work in partnership with parents and carers to meet the needs of individual pupils.*
- *We involve the pupil, parents or carers and key staff members in the writing, implementing and reviewing of Person-Centred plans.*
- *We deliver high quality teaching, differentiating the curriculum and our resources to meet the needs of individual pupils and to promote pupil progress.*
- *We regularly use strategies to reduce anxiety/ promote emotional well-being.*
- *Employ a fully qualified Special Educational Needs Co-ordinator (SENCO) to lead on SEN provision across the school.*
- *Assess and review the learning of our SEN children, using that information to inform future planning and teaching. We operate a graduated response based upon need; assess, plan, do, review which is monitored by the SENCO.*
- *All school-related activities are evaluated in terms of their positive impact on the learning success and inclusion of pupils with SEND. We regularly evaluate our teaching resources to ensure they are accessible to all pupils with SEND.*
- *Ensure our school activities and trips, as far as is possible, are accessible to all our SEND children.*
- *Provide teaching assistants in each class who work with children with SEND and also, importantly, support other children so that the teacher has more opportunities to work with the SEND children to ensure pupil progress and independence.*
- *We provide targeted intervention in a 1:1 or small group setting which is delivered by a designated SEN teaching assistant in a calm, quiet environment.*
- *We hold regular meetings between the SENCO and teachers\teaching assistants, to review progress, interventions and resources for each child and to adapt the provision where necessary.*
- *Support our families with children with SEND, through regular informal contact with school and more formally through review meetings. Families are also signposted to services and organisations which may offer appropriate support or advice via the Newcastle Local Offer.*

- *Seek advice from outside agencies to ensure each child's needs are fully identified and understood and to learn from specialists how best to support our SEN children.*
- *Provide on-going training and information for teachers and teaching assistants via external providers and in-house training in relation to meeting pupils' needs in the classroom.*
- *We offer support to all pupils and parents during all periods of transition*
- *Liaise closely with secondary schools at transition times to ensure that SEND pupil information is clearly communicated and recommendations heard so that the move to secondary school is as smooth as possible.*

We provide specific provision for the different areas of need. The table below explains the detail of this support.

Type of SEN	Support provided at St. Cuthbert's Catholic Primary School
Cognition and Learning Needs • ***Moderate Learning Difficulties (MLD)*** • ***Specific Learning Difficulties (SpLD) Dyslexia, Dyspraxia, Dyscalculia***	• *Strategies to promote and develop literacy and mathematical skills with increasing independence.* • *We provide additional small group support in class from the class teacher and teaching assistant with a focus on literacy/numeracy to develop the skills for independent learning.* • *Small group or one-to-one intervention programmes are delivered to improve skills in reading, writing and Maths e.g. Phonological Awareness, Speed Up Writing, Plus One.* • *Small group daily phonics teaching for lower Key Stage 2 pupils at their level of phonic acquisition.* • *Use of ICT where possible to reduce barriers to learning e.g. Reading Eggs, Lightening Squad.* • *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.* • *Strategies and resources to support dyslexic pupils e.g. coloured overlays for reading, word banks to support spelling of key words.* • *Alternative approaches to recording promoted.* • *Opportunities for repetition of key learning.* • *Additional processing/thinking time for responding to questions, completing tasks, sharing ideas.* • *Strategies to reduce anxiety e.g. 5 point scale.* • *Multi-agency involvement with the family as required.*

	• *We access the expertise and advice of outside agencies such as the SEND Outreach Service (SENDOS) to ensure the needs of children are clearly identified.* • *Relevant staff qualifications, including training on using a general screen to identify Cognition and Learning needs.* • *Advice / training from outside agencies.* • *We provide resources, across the curriculum, to support children with specific needs following guidance from SENDOS and other outside agencies.* • *We assess pupils for access arrangements for SATs testing and provide appropriate arrangements.* • *We offer support after school through booster groups and homework club.* • *Differentiated and, where applicable, individually personalised homework.*

Type of SEN	Support provided at St. Cuthbert's Catholic Primary School
Communication and Interaction • ***Autism Spectrum Disorders (ASD)*** • ***Social Communication Disorder*** • ***Speech, Language and Communication Needs (SLCN)***	• *Visual timetables to support pupils to understand what will happen and when.* • *Areas of classroom are clearly defined and labelled.* • *Time is spent with children helping them to identify situations that cause anxiety and finding ways to relieve that anxiety.* • *We provide support during times of stress or anxiety and use strategies to reduce anxiety e.g. 5 point scale* • *We provide areas with reduced distractions and low stimulus.* • *We offer additional support or supervision at unstructured times of the day when appropriate e.g. during break and lunch time.* • *We use social stories to help children learn how to approach and react to different social situations.* • *We provide the opportunity for small groups to focus on a range of social skills through interventions such as Wellcomm, the Socially Speaking Programme and Lego Therapy.* • *We use individualised reward systems to promote learning and enhance self-esteem e.g. golden time and peer interaction (buddy time).* • *Resources to support pupils with speech and language difficulties e.g. word banks, visual prompts.* • *We have a variety of resources available to use, depending on a child's sensory difficulties.* • *We give pupils the opportunity to communicate in various ways e.g. Makaton, PECS.* • *We deliver speech and language support for developing pupils' speech, language and communication following programmes of work provided by outside specialists such as*

	speech and language therapists in a small group or one-to-one setting. • *Provide small group or one-to-one support in class from the class teacher or teaching assistant.* • *We access the expertise and advice of the BBCET Speech, Language and Social Communication team.* • *Use of ICT where possible to reduce barriers to learning.* • *Provide resources to reduce anxiety and promote emotional wellbeing e.g. fiddle toy, stress ball.* • *Relevant staff qualifications, including Wellcomm training.* • *Advice / training from outside agencies.*

Type of SEN	Support provided at St. Cuthbert's Catholic Primary School
Social, Emotional and Mental Health • ***Social Difficulties*** • ***Mental Health Conditions*** • ***Emotional Difficulties*** • ***Attention Deficit Hyperactivity Disorder (ADHD)***	• *We provide excellent pastoral care for our children.* • *Clear sanctions and rewards are followed to offer pupils structure and routines. We use behaviour management systems in school that are based on encouraging pupils to make positive decisions about behavioural choices (See Behaviour for Learning Policy within the Safeguarding section of the school website).* • *We create individual behaviour management plans where necessary, to ensure children can access the curriculum and all children remain safe.* • *We complete and implement risk assessments to ensure the safety and inclusion of all children, whenever possible, in all activities.* • *We work alongside individual children focusing on emotional understanding and expression.* • *We seek the expert advice and support of outside agencies where appropriate, including SEMH Inclusion Service, School Health, Educational Psychology Service and the Children and Young People's Service (CYPS)* • *We provide small group or one-to-one targeted programmes to pupils to improve social skills and emotional resilience e.g. TalkAbout, counselling service, one-to-one mentoring sessions, Lego based therapy, Socially Speaking.* • *Residential trips which help to develop social, emotional and behavioural resilience and promote independence.* • *Provide resources to reduce anxiety and promote emotional wellbeing e.g. fiddle toy, stress ball.*

	• *Time is spent with children helping them to identify situations that cause anxiety and finding ways to relieve that anxiety.* • *We provide support during times of stress or anxiety and use strategies to reduce anxiety e.g. 5 point scale* • *We provide areas with reduced distractions and low stimulus.* • *We offer additional support or supervision at unstructured times of the day when appropriate e.g. during break and lunch time.* • *We assess pupils for access arrangements for SATs testing and provide appropriate arrangements.* • *Staff trained in positive handling.* • *Relevant staff qualifications, including Mental Health awareness training.* • *Advice / training from outside agencies.* *(See Anti-Bullying Policy within the Safeguarding section of the school website)*

Type of SEN	Support provided at St. Cuthbert's Catholic Primary School
Sensory and / or Physical Needs • ***Hearing Impairment (HI)*** • ***Visual Impairment (VI)*** • ***Physical Disabilities*** • ***Multi-Sensory Impairment*** • ***Medical Needs***	• *Staff work with specialists such as 'The Hearing Impairment Service', a member of the 'Visually Impaired team' and Occupational Health to seek advice and guidance on meeting the needs of individual pupils.* • *Staff work with specialists from outside the school (e.g. School Health) during relevant training and professional development to support pupils with significant medical needs.* • *Strategies and programmes of work from the Occupational Therapy Service are followed for pupils with physical difficulties to support the development of gross and fine motor skills in the classroom and around school.* • *We provide support and physical aids or resources where necessary or where advised by specialists e.g. posture cushion, pencil grips, spring scissors, therapy putty to ensure pupils can access the curriculum and develop independent learning.* • *We provide support with personal and intimate care, if and when needed.* • *We make every effort to be as accessible as possible, for example, disabled toilet facilities, accessible ramp, rails and accessible taps* *(See Accessibility Plan).* • *Our school has a disabled toilet.* • *Our staff understand and apply the Medicine Policy when administering medications.* • *Designated first aid trained staff are available during all breaks, lunchtimes and trips.* • *We run intervention sessions to improve pupil skills, e.g. gross and fine motor skills, handwriting support.*

	• *One-to-one support for gross and fine motor skills in the classroom as and when required.* • *Movement breaks for pupils with motor coordination difficulties as and when required.* • *When it is appropriate we use ICT to enhance pupil's access to the curriculum.* • *Alternative ways of recording ideas/writing/investigations.* • *Relevant staff qualifications.* • *Advice / training from outside agencies.*

If you would like further information about the support that St. Cuthbert's Catholic Primary School can offer, please contact our SENCO, Lindsey Roberts, on 0191 2860129.

If you have any concerns about your child's learning or well-being please come in to school. We shall be happy to discuss things and work with you as we all seek to support your child in our school. Email: admin@stcuthbertsk.newcastle.sch.uk

This SEND information report will be reviewed and amended annually.