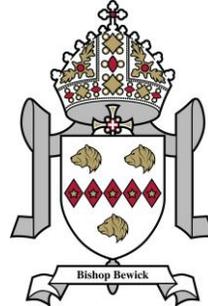


St Cuthbert's Catholic Primary School Walbottle



SEND Policy

At St Cuthbert's we live and learn in faith and love,
through Jesus' teachings.
Our school is a place where we can grow as a family,
helping each other to lead full and happy lives.

Consultation that has taken place	
Date Formally Approved By Governors	24.02.26
Date policy Became Effective	24.02.26
Review Date	February 2027
Person Responsible for Implementation and Monitoring Policy	HT ✓ Govs ✓

This policy was approved by the Local Governing Committee on 24.02.26

Signed *B. Bewick* Chair of Governors

At St Cuthbert's Catholic Primary School we ensure that all pupils grow and learn in faith and love to lead full and happy lives. Our Mission Statement is fundamental in all that we do, including in our work with children who have additional learning needs.

We provide a full range of educational and pastoral support to all and our children with SEN make good progress. The information contained in this report is general; we understand that all children are individual and the provision and resources for them is unique.

This policy reflects the working practices of St Cuthbert's Catholic Primary School for identifying, assessing and making provision for children with Special Educational Needs (SEND) following the guidelines in the SEN Code of Practice (2015).

Aims

Our SEN policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At St Cuthbert's Catholic Primary School, every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can flourish. We will respond to individuals in ways which consider their varied life experiences and particular needs.

St Cuthbert's Catholic Primary School 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.

Our guiding principle is one of Inclusion. We want to identify and break down possible barriers to learning by detecting those areas where children have special needs and to provide for them appropriately.

Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

Definitions

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and responsibilities

The SENDCO

The SENDCO is **Mrs Sarah Walsh**

Mrs Walsh has been in the role at St Cuthbert's Catholic Primary School since September 2018. Mrs Walsh is also the Deputy Head Teacher and a member of the Senior Leadership Team. She completed the National Qualification for SENDCO and qualified in December 2020.

If you wish to contact the SENDCO to discuss any concerns regarding your child please telephone the school office on 0191 267 5956

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the day to day operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services

- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- Act as a link with parents where appropriate.
- Manage the school based assessment of children with special needs and complete the documentation required by outside agencies and the local authority. n

The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEN policy and provision in the school

The governor responsible for SEN is Danielle McInnes

The headteacher

The headteacher will:

- Work with the SENDCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEN policy

Admissions

The school has adopted the criteria set out in our school's admissions policy.

The school welcomes pupils with known special educational needs and disability, as well as identifying and providing for those not previously identified as having SEN. Please see our Admission Policy for more information.

The admission of pupils with an Education, Health and Care Plan is dealt with by a completely separate procedure. Children with an Education, Health and Care Plan that names the school must be admitted. Where this takes place before the allocation of places under these arrangements this will reduce the number of places available to other children.

Access to Facilities and Provision:

Please refer to school's accessibility plans in the link above which outlines how we

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

Allocation of Resources:

The head teacher and SENCO are responsible for the operational management of the budget for SEN provision. The school will use a range of additional funding including the notional SEN budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEN. Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000) additional funding will be applied for from the local authority.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Children will receive inclusive quality first teaching to meet individual need. Identifying, assessing, planning and review is part of Quality First Teaching. Quality First Teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. Where applicable, a personalised curriculum will be developed for those pupils who require it.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Please see our School Accessibility Plan for more information.

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on our residential trip(s). All pupils are encouraged to take part in sports days and school performances.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Pupil Participation

The views of pupils are valued as part of their journey at St Cuthbert's. Pupils with SEN are included where possible in decision making and are able to express any concerns. All pupils are aware of their targets and their voice is captured termly on the cover of their support plans.

Involving pupils and parents in decision-making

- Parents of pupils with SEND are encouraged to share their knowledge of their child. The headteacher and SENDCO ensure parents' views are valued and acted upon.
- Parents will be formally notified whenever their child receives SEND support.
- Decisions about additional provisions are discussed with the Local Authority, parents, and, where appropriate, the pupil.

Educational planning will aim to:

- Focus on the pupil as an individual, highlighting strengths and capabilities rather than labelling by SEND.
- Be clear and easy to understand, avoiding professional jargon.
- Allow pupils and families to express needs, goals, and interests.
- Tailor support to individual needs and minimise demands on families.

- Bring together relevant professionals to coordinate support effectively.
- Class teachers, supported by the SENDCO, will meet with pupils and parents at least three times a year to set outcomes, review progress, discuss support, and clarify parental responsibilities

Identification, Assessment, Planning and Review Arrangements

St Cuthbert’s Catholic Primary School follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for ‘adapting teaching to respond to the strengths and needs of all pupils’. (Teachers’ Standards 2012). In order to identify a child who may have additional needs a range of evidence is considered including teacher judgements, assessment data and where appropriate assessments from outside agencies.

There are four broad areas of need

- Communication and Interaction
- Cognition and Learning
- Social Emotional and Mental Health difficulties
- Sensory and Physical needs.

SEN Support -Four Part Cycle

Assess

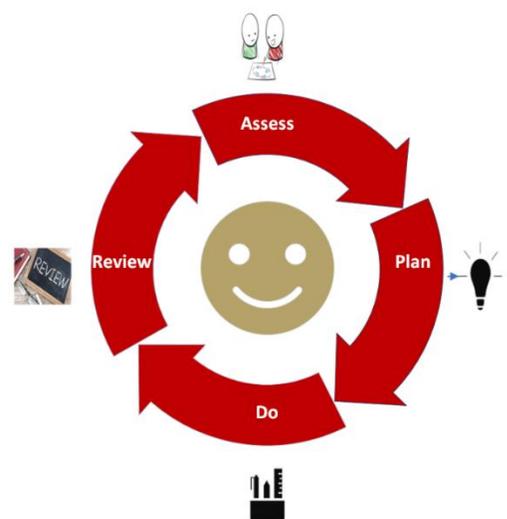
The class or subject teacher, working with the SENDCO, will carry out a clear analysis of a pupil’s needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents will be asked to contribute to the assessment.

Plan

Parents will be formally notified of the needs of their child through discussions with the class teacher and/or the SENDCO before a written account of the pupil’s areas of need is shared. Adjustments, interventions, support and review date will be agreed with staff, parents and pupil. This will be recorded on the SEN Support Plan.

Do

The class or subject teacher will remain responsible for working with the pupil on a daily basis and retain



responsibility for their progress and outcomes. The class or subject teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENDCO will support the above.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with parents at least three times per year. The class teacher or subject teacher, working with the SENDCO, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time school will seek specialist expertise. This will inform future provision. School liaises with the following services:-

- **Educational Psychology Service**
- **School Health**
- **Speech and Language Therapy**
- **School Effectiveness SEN team**
- **Speech and Language Teachers**
- **Social, Emotional and Mental Health Team**
- **SEND Outreach service (SENDOS)**
- **Social Services**
- **The Virtual School- who work closely with Children in Care (CiC), school staff, social care, carers, and other partners.**

Additional Individual Pupil Support (IPS) Funding

Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000) additional funding will be applied for from the local authority.

Education Health Care Plans

We can also offer further support for those children who have a higher level of additional needs and may require an Education Health Care Plan (EHCP). School, parents and other professionals in health and social care can apply for an EHCP when a child has not made expected progress through the graduated approach of SEN support

SEND Information Report

This guide outlines the provision normally available for pupils with SEN as well as provision within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical.

SEND Annual Report

This document can be found on our school website, it details the impact of provision for pupils with SEN.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. Where applicable we will arrange for children to undergo a period of transition. SENDCO's from High Schools will be invited into school for a review in the term prior to the pupil transferring.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions.
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Trust based SEN review to externally validate provision and outcomes for pupils with SEN.
- The views of parents/carers.

Expertise and training of staff

Our SENDCO has a number of years' experience in this role and completed the National Qualification for SENDCO and qualified in December 2020.

We have a team of 7 teaching assistants, including 1 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

The Senior Leadership Team reviews the training needs of staff through Performance Management and pupil progress to plan appropriate CPD in relation to SEND. The SENDCO ensures staff are informed of local and national developments in relation to SEN and Inclusion. Where appropriate, specialists are used to deliver the

training. Newly qualified teachers are offered support and in school training by the SENDCO. The school SENDCO meets regularly with other SENDCOs in the Bishop Bewick Educational Trust and Local Authority.

School staff receive a wide range of training. Over the past year this has included training from the Autism Education Trust, Quality First Teaching strategies, the use of visuals in the classroom, supporting pupils with Selective Mutism, Mental health training and also Speech and Language training. We are also working with the SEMH team from Newcastle Local Authority to offer advice and support around a range of needs. Specialist advice can be accessed from Newcastle Local Authority using the SEND ASAP process. School have also accessed specialist advice from specialists within Bishop Bewick Catholic Education Trust. School also access advice from our Educational Psychologist Jill Sandeman and from the Speech and Language Team at Bishop Bewick Catholic Education Trust.

Working with other agencies

A Multi Agency working approach is at the heart of SEN at St Cuthbert's. We ensure that we work with a wide range of professionals to support families in meeting their child's SEN needs. We work closely with our School Health Team, Local Authority Case Worker, Local Authority Family Partner and with other agencies including the SEMH Team and Roads Centre. School also use the Newcastle SEND Advice and Support Allocation Panel.

Medical Conditions

St Cuthbert's Catholic Primary School will follow the recommendations of the Children and Families Act 2014 and DfE Supporting pupils at school with medical conditions 2017 with regard to arrangements to supporting pupils. Where a pupil also has SEND, their provision will be planned and delivered in a coordinated way with their healthcare plan. Please see our First Aid Policy, Supporting Children with Medications and Managing Medications Policy for further information.

Contact details for raising concerns

If you have any concerns about your child the first point of contact is their class teacher in the first instance, who can pass information to the school SENDCO. If your concern is not resolved and you would like to make a complaint, please see our complaints procedure for more information. This can be found on the policy section of the school website or a paper copy can be provided by the school office office@stcuthbertsw.co.uk .

Monitoring arrangements

This policy and information report will be reviewed by Sarah Walsh, Deputy Headteacher/SENDSCO **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the Local Governing Committee.

Links with other policies and documents

This policy links to the following documents:

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions