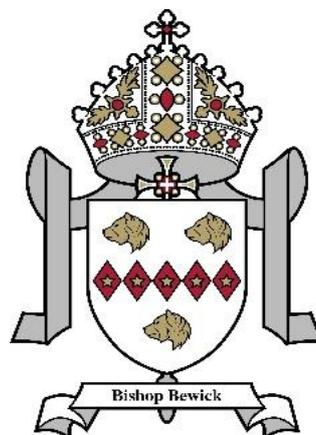


St Cuthbert's Catholic Primary School Walbottle



SEND Information Report

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.

What is the purpose of a SEND Information Report?

This report details how children with Special Educational Needs and/or disabilities (SEND) are supported and cared for at St Cuthbert's Catholic Primary School.

This SEND Information Report should be read in conjunction with the SEND policy, Accessibility Plan and Annual SEND Report. Together they include details of

- The School's admission arrangements for pupils with SEN or disabilities.
- The steps schools 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)

Our School Mission Statement

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.

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.

Contact

If you would like further information about the support we can offer please contact Mrs Sarah Walsh, Deputy Headteacher and SENCO, via the school office 0191 2675856. In addition, our SEND link governor Danielle McInnes is contactable via the main school office.

Parents can also contact the Newcastle Special Educational Needs and Disabilities Information Advice and Support Service for impartial information, advice and support in relation their child's SEN and/or disability. SENDIASS can be contacted on 0191 211 6255 or by email SENDIASSadmin@newcastle.gov.uk.

Newcastle Local Offer



Newcastle's Local Offer is all of the information, advice and support that children and young people with Special Educational Needs or Disabilities and their families might need to use.

Further Information can be found here

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

Identification

St Cuthbert's Catholic Primary School is a full inclusive school. We recognise that all children, may at some point in their lives, experience a variety of difficulties. These difficulties may be short term or long term and we aim to support each child the best that we can working collaboratively with parents, carers and individual pupils. We use the Special Educational Needs and Disability Code of Practice:0-25 to support us with judgements. Concerns may be identified by school, a medical professional or by you as a parent/carer.

Children at St Cuthbert's Catholic Primary School may be identified as having SEN if

- They are having a significant difficulty with their learning and are making less progress than expected.
- They have a specific learning difficulty, for example dyslexia.
- They have emotional or mental health difficulties.
- They have difficulties with social communication and interaction.
- They have sensory or physical needs, for example a hearing impairment.

Following a concern, the following actions are taken.

- A School Based observation will be carried out to identify barriers to learning. Slow progress and low attainment does not automatically mean that a child is placed on our SEND register.
- A Class teacher will complete an initial concern proforma, tracking progress and intervention and resources that have been used.
- Discussions will take place with parents and professionals to decide if Special Educational Provision is required.
- If it is felt that a child needs targeted provision that is additional and different to what is usually provided, with parents/carers agreement, they will then be entered onto our SEN register to receive SEN support.
- Decisions will then be made to decide if the support of outside agencies is required in order to develop a holistic approach of support or each individual child.
- Parents are always informed of any outside agency involvement.

Throughout this process opinions of the child and family are crucial and this will play a vital part in addressing specific needs.

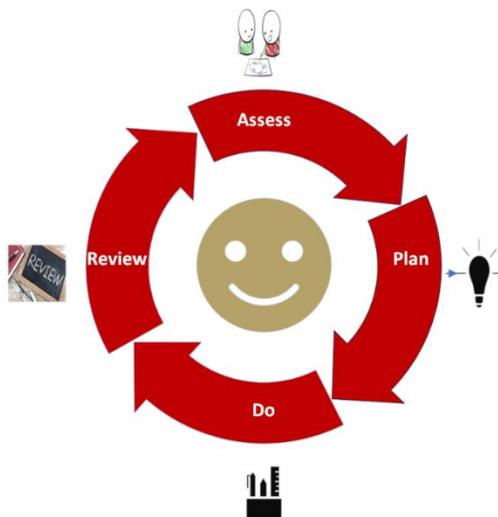
For all pupils with SEN:

- We use pupil friendly SEN Support 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.
- Use Newcastle SEND Mainstream guidance to support provision.
- We involve the pupil, parents or carers and key staff members in the writing, implementing and reviewing of SEN Support 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 seek support and advice from a range of outside agencies to ensure barriers to success are fully identified and responded to.
- 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 SEN.
- We use strategies to reduce anxiety/ promote emotional well-being.
- We ensure that our school activities and trips are accessible to all our SEN pupils.
- Support staff are placed where they are needed throughout the school to ensure pupil progress and independence.
- All staff have completed and continued to receive, on-going training in relation to meeting pupils' needs in the classroom.
- Support is offered to families and they are signposted to services and organisations which may offer appropriate support or advice via the Newcastle Local Offer.
- We offer support to all pupils and parents during all periods of transition
- We liaise closely with other schools at transition times to ensure that SEN pupil information is clearly communicated so that the move to the next school is as smooth as possible.
- We work in partnership with parents and carers to meet the needs of individual pupils.

The Graduated Response

The approach that schools must use in supporting children and young people with special educational needs and disabilities is clearly defined within the SEND Code of Practice (Sections 6.36 to 6.62).

This graduated approach consists of a four-part cycle through which earlier decisions are revisited, refined, and revised, leading to a growing understanding of the pupil's needs and of what supports them in making good progress and securing good outcomes. The four stages of the cycle are: Assess, Plan, Do, Review.



The graduated approach operates at whole school level. Teachers are continually assessing, planning, implementing, and reviewing their approach to teaching all children. Where a potential special educational need has been identified in a child or young person through tracking of progress, the cyclical process becomes more personalized. So, via ongoing assessment, a teacher will develop an understanding of the barriers to learning that exist, and to the gaps that are emerging.

They will plan what strategies they will use to try and overcome these barriers, use/do them, and review the progress that is made over time. Parents/carers play a key part in planning support through their understanding of their child; communication systems should be clear and transparent.

Throughout this process, teachers will benefit from the expertise of the school SENCo who will:

- support with advice on classroom strategies and the environment
- carry out more specialist assessments when needed
- consider the range of interventions a child or young person may require and working with the child/young person, their family and teacher plan the provision required
- make referrals to specialist external agencies as needed.

Cycles of support will be implemented over time, with changes made to the provision based on the results of reviews. This is SEN Support. For some pupils, referrals to external services will be made, and their advice to schools will help to inform the cycles of support. These services might include Speech and Language Therapy, Occupational Therapy, Educational Psychology, Mental Health teams etc.

If a learner is unable to make progress or access learning despite being supported in this way over a number of cycles, then it might be appropriate for a request for an EHC (Education, Health, and Care) assessment to be submitted to the relevant local authority. Evidence of this school-based SEN support will be required so that decisions can be made appropriately and in a timely way.

Education Health Care Plans

In addition to the above, 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. It is a legal document that identifies Educational, health and social care needs and outlines the provision and support required to meet those needs.

Further information can be found here

<https://www.newcastlesupportdirectory.org.uk/education-health-and-care-ehc-plans-and-requesting-ehc-needs-assessment>

Areas of Need and Provision

<p>Communication and Interaction</p> <p>This may include;</p> <ul style="list-style-type: none"> - Autism - Speech Language and Communication Needs (SLCN) 	<ul style="list-style-type: none"> - Visual timetables to support pupils to understand what will happen and when. - Individual intervention SEN Support Plans which identify barriers to learning, outline strategies to support and review impact. Pupils, parents/carers and staff are involved in the formulation, review and implementation of these documents. - Differentiated/personalised curriculum and resources to meet individual needs - Support and supervision at unstructured times of the day -e.g. break and lunchtime, when appropriate, to encourage and model communication and interaction. - Quiet rooms are provided for target intervention and planned activities. - Small group targeted intervention programmes are delivered to pupils to improve social skills and to enhance self-esteem. - Use of strategies/ programmes to support speech and language development, such as Language Link and Talk Boost - Areas of classroom are clearly defined and labelled - Support and supervision at unstructured times of the day where appropriate - Areas of low distraction / individual workstations - Use of ICT where possible to reduce barriers to learning - Resources to support pupils with speech and language difficulties e.g. word banks, visual prompts, writing frames - Opportunity to communicate in various ways e.g. communication books, Makaton, PECS - Small group or one-to-one support for developing pupil's speech, language and communication following programmes of work provided by outside specialists such as speech and language therapists - Resources to reduce anxiety and promote emotional wellbeing e.g. fiddle toy, stress ball - Use of individualised reward systems to promote learning and enhance self-esteem
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	<ul style="list-style-type: none"> - Strategies to reduce anxiety for example Zones of Regulation, check ins with school Mental Health First Aider. - Relevant staff qualifications - Advice / training from outside agencies.
<p>Social, Emotional and Mental Health Difficulties</p> <p>This may include;</p> <ul style="list-style-type: none"> - Social Difficulties - Mental Health Conditions - Emotional Difficulties 	<ul style="list-style-type: none"> - Clear sanctions and rewards are followed to offer pupils structure and routines (See Behaviour Policy) - Risk assessments are carried out to ensure the safety and inclusion of all pupils in all activities - Zones of Regulation - EBSNA Intervention - Referrals to specialists outside of the school where appropriate (Educational Psychology Service, CYPS) - Small group or one-to-one targeted programmes are delivered to pupils to improve social skills and emotional resilience - Counselling service with the Roads Centre - Effective pastoral care for all pupils - The school provides effective social and emotional scaffolding for all pupils in a nurturing environment. - We have a member of staff who is a Mental Health First Aider - Now and Then Board - Timers - Interventions such as Lego Therapy - Movement Breaks - Emotion Check ins throughout the school day - Residential trips which help to develop social, emotional and behavioural resilience and promote independence. - Support and additional preparation for examinations. - Staff trained in positive handling - Relevant staff qualifications - Sensory Circuits intervention - Advice/training from outside agencies
<p>Cognition and Learning Needs</p> <p>This may include;</p> <ul style="list-style-type: none"> - Learning Difficulties (Moderate – MLD) - Specific Learning Difficulties (Dyslexia, 	<ul style="list-style-type: none"> - Strategies to promote and develop literacy and mathematical skills with increasing independence - Differentiated/personalised curriculum, resources and strategies used to meet individual needs and to promote and develop literacy and numeracy skills. - Additional small group support in class from the class teacher and teaching assistant - Small group or one-to-one intervention programmes are delivered to improve skills in reading, writing and maths e.g. NIPA, NAPA, Hertfordshire Phonological Awareness programme. - Small group phonics teaching for lower Key Stage 2 pupils at their level of phonic acquisition

<p>Dyscalculia, Dyspraxia)</p>	<ul style="list-style-type: none"> - Use of ICT where possible to reduce barriers to learning - 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 - Multi-agency involvement with the family as required - Advice and support from outside agencies. - Differentiated and, where applicable, individually personalised homework. - Pre-teach used to support pupils acquire new skills. - Teaching and learning for pupils with SEND is monitored through the school's self-evaluation process
<p>Sensory and/or Physical Needs</p> <p>This may include;</p> <ul style="list-style-type: none"> - Hearing Impairment (HI) - Visual Impairment (VI) - Multi-sensory impairment - Physical Disabilities - Medical Needs 	<ul style="list-style-type: none"> - Staff work with specialists such as 'The Hearing Impairment Service' or a member of the 'Visually Impaired team' to seek advice and guidance on meeting the needs of individual pupils. - Staff work with specialists from outside the school 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 - Physical aids or resources where necessary or where advised by specialists e.g. posture cushion, pencil grips, spring scissors, therapy putty - We provide support with personal and intimate care, if and when needed - We make every effort to be as accessible as possible (See Accessibility Plan) - Our staff understand and apply the medicine administration policy. - Designated first aid trained staff are assigned to break, lunchtimes, trips or visits, etc. (See Administering Medicines Policy) - Additional handwriting support through targeted intervention programmes such as Trodrescu - One-to-one support for gross and fine motor skills in the classroom as and when required

	<ul style="list-style-type: none">- Movement breaks for pupils with motor coordination difficulties as and when required- Alternative ways of recording ideas/writing/investigations- Relevant staff qualifications- Advice / training from outside agencies
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If you have concerns or wish to make a complaint

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.