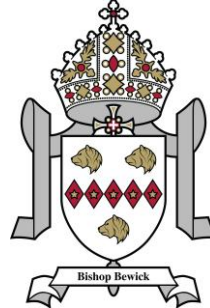


# St Cuthbert's Catholic Primary School Walbottle



## SEND Policy and 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.

Consultation that has taken place	
Date Formally Approved By Governors	12 <sup>th</sup> June 2024
Date policy Became Effective	13 <sup>th</sup> June 2024
Review Date	June 2025
Person Responsible for Implementation and Monitoring Policy	HT ✓ Govs ✓

This policy was approved by the Local Governing Committee on 12/06/2024

Signed ..... *BABewick* ..... Chair of Governors

## 1. Aims

Our SEN policy and information report 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.

## 2. 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.

## 3. 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.

## **4. Roles and responsibilities**

### **4.1 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 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

### **4.2 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 Christine Hetherington.

#### **4.3 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

#### **4.4 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

### **5. SEN information report**

#### **5.1 The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs. The following sections list strategies that may be put in place to support your child across the curriculum. Strategies will be completed in consultation with parents. including:

- **Communication and interaction** this may include autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.

**To support pupils we may use:-**

- Visual timetables

- Visuals in the classroom.
- Personalised workstations.
- Interventions such as Lego Therapy, Theraputty, Box time.
- Social Stories
- Word Banks
- Small group or 1:1 speech and language sessions in conjunction with the Speech and Language department.
- Resources to support and reduce anxiety including fidget toys, stress balls, weekly check in.
- Sensory Play sessions.

➤ **Cognition and learning** this may include Learning Difficulties (Moderate- MLD) and Specific Learning Difficulties (dyslexia, dyspraxia or dyscalculia).

**To support pupils we may use:-**

- Small group or one-to- one interventions which may include SNIP literacy, Memory Magic, Sound Linkage, Lego Therapy.
- Use of ICT to reduce barriers to learning for example headphones, voice recording, talking books.
- Use of scaffolds and resources for example. Numicon, Base 10, Rainbow Arcs.
- Strategies such as coloured overlays.
- Table top resources to support and develop independence.
- Writing programmes such as Write from the start and Speed up.

➤ **Social, emotional and mental health difficulties** this may include Social Difficulties, Mental Health Conditions, Emotional difficulties, Attention deficit hyperactivity disorder (ADHD)

**To support pupils we may use:-**

- Visual Timetables
- Emotional check ins
- Timers
- Now and then boards
- Referrals to appropriate services.
- Counselling.
- Regulation activities and sessions
- Movement breaks

➤ **Sensory and/or physical needs** this may include visual impairments (VI), hearing impairments(HI), multi-sensory impairment, physical disabilities and medical needs.

### **To support pupils we may:-**

- Work with specialists to seek advice and guidance to meet the needs of individual pupils.
- Working with Occupational Therapy to support gross and fine motor skills.
- Use physical aids and resources where appropriate and when advised from professionals.
- Use alternative means of recoding ideas.

## **5.2 Identifying pupils with SEN and assessing their needs**

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)

### **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- Bishop Bew**
- **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.**

### **5.3 Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- › Everyone develops a good understanding of the pupil's areas of strength and difficulty
- › We take into account the parents' concerns
- › Everyone understands the agreed outcomes sought for the child
- › Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support. Parents/Carers are fully involved in the review process. Interpreters are arranged for parents who require translation during meetings.

Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare. Early Help (formally known as Common Assessment Framework- CAF) is used to coordinate support for children and their families who have a range of needs. Children are involved in SEND review meetings, when appropriate, and they have the opportunity to share their views about their education with the SENDCO and school leaders through pupil voice. This is routinely carried out as part of the schools monitoring and evaluations schedule.

### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- › The teacher's assessment and experience of the pupil
- › Their previous progress and attainment or behaviour
- › Other teachers' assessments, where relevant
- › The individual's development in comparison to their peers and national data
- › The views and experience of parents

- › The pupil's own views
- › Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

Every term, Class Teachers will complete a SEN Support Plan which will detail the targets that each child will be working on for that term. Parents will be sent a copy of their child's support plan and will be invited into school to review this.

### **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, 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.

### **5.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality 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. We will also provide the following interventions:

- › Phonics Intervention
- › Rapid Reading
- › Handwriting
- › Jolly Phonics
- › Floppy's Phonics
- › Time to Talk
- › NELI (Nuffield Early Literacy Programme)
- › Lego Therapy.

### **5.7 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.

### **5.8 Additional support for learning**

We have 8 teaching assistants who are trained to deliver a wide range of interventions. Teaching assistants will support pupils on a 1:1 basis when this is deemed appropriate, or should this be detailed in an Education, Health Care Plan. Teaching assistants will also be supporting pupils in a small group when this is deemed appropriate.

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychology Service
- School Health
- Speech and Language Therapy
- School Effectiveness SEN 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.

### **5.9 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 8 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.

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.

### **5.10 Securing equipment and facilities**

Please refer to school's accessibility plans 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

### **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

### **5.12 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.

### **5.13 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.

### **5.14 Accessibility Plan**

➤ A Copy of the Schools Accessibility Plan can be found on our school website.

- Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improving the availability of accessible information to disabled pupils

### **5.15 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

➤ Pupils with SEN are encouraged to be part of the school council

➤ School also make use of the Roads Centre Counselling Service who support a wide range of pupils in school.

➤ We have a zero tolerance approach to bullying.

### **5.16 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 RISE Team and Roads Centre. School work very closely with Newcastle Local Authority and the SEND Outreach Service. School also use the Newcastle SEND Advice and Support Allocation Panel.

### **5.17 Complaints about SEN provision**

Initially an attempt will be made to resolve a complaint about SEN provision at school level, within one week of the complaint having first been made. The procedure is firstly that the class teacher attempts to resolve matters, then if required the SENDCO and /or head teacher becomes involved. If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary the LA will become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer and in the school's Complaints Policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.18 Contact details of support services for parents of pupils with SEN**

St Cuthbert's Catholic Primary School has positive attitudes to parents/carers and values their important role in their child's education. Parents/carers are always informed when their child is placed on the SEN list and the graduated response, outlined in the Code of Practice, is explained to them. Parents are informed about Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service (<https://www.newcastlesendiass.co.uk/>). This service provides information, advice and support at any stage of a child or young person's education, and provides an Independent Supporter for families in the process of getting an Education Health and Care Plan. Parents are fully involved in the review process. Interpreters are arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare. The school is proactive in supporting parents in a variety of ways, including home visits, liaising with agencies, organising activities and facilitating and delivering training. The Early Help Team is used to coordinate support for children and their families who have a range of needs.

### **5.19 Contact details for raising concerns**

If you have any concerns regarding SEND please contact Mrs Walsh or Mrs Barrett via the school office on 0191 2675956.

### **5.20 The local authority local offer**

Our local authority's local offer is published here: <http://www.newcastle.gov.uk/localoffer>

## **6. Monitoring arrangements**

This policy and information report will be reviewed by Sarah Walsh, Deputy Headteacher/SENDCO **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.

## **7. 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