



**St Cuthbert's Catholic Primary School**  
**Annual SEND Report**  
**July 2023**



The information in the following report relates to the 2022-2023 academic school year. It reflects on how school has used SEN funding to meet the needs of SEN pupils. This report should be read in conjunction with our:

- SEND Policy and Information Report
- School Accessibility Plan.
- Accessibility Policy.

### Our School Context

St Cuthbert's Catholic Primary School is a one-form entry mainstream primary school for pupils aged 4-11. There are currently 195 children on roll, with 15 identified as having a Special Educational Need. This equates to 7.7% of the school population. The number of pupils identified as SEN is below the national average. The number of pupils eligible for Pupil Premium funding has risen over the past years, and we are now above National Average for pupil premium figures, during this academic year, 33% of pupils on the SEN register were also eligible for Pupil Premium funding. Over the course of this academic year our SEN register has remained stable with very few changes.

Number of pupils with SEN			
	2020-2021	2021-2022	2022-2023
Total Number of SEN	11 (5.7%)	10 (5.2%)	15 (7.7%)
St Cuthbert's SEN Support	4.6% (9/193)	3.6% (7/194)	6.6% (13/195)
National % of SEN Support	12.2%	12.6%	13%
St Cuthbert's Education, Health and Care Plan (EHCP)	1% (2/193)	1.54% (3/194)	1.02% (2/195)
National % of EHCP	3.7%	4%	4.3%

Due to the small numbers of SEN pupils in school we will not be breaking this down by year group to preserve anonymity.

The number of pupils on our SEN register has risen this year. In the academic year 2022-2023 80% of the children on the SEN register were boys. Nationally, SEN remains more prevalent in boys than girls.

### SEN Profile of Needs

Primary Area of Need 2022-2023	% of SEN population
Cognition & Learning Difficulty (incl Dyslexia)	13% (2)
Communication & Interaction	47% (7)
Sensory/Physical Need (Hearing, Vision, Physical need)	-
Social Emotional and/or Mental Health Need	40%(6)

According to National data, the most common type of need among pupils with an EHC Plan is autistic spectrum disorder (ASD). The profile of our SEN pupils follows this national picture. National data shows the most common need for pupils at SEN Support level of provision is speech, language and communication needs. The next highest needs are ASD (Autism Spectrum Disorder) and SEMHD (Social, Emotional, Mental Health Difficulties).

### **Attainment July 2023**

SEN pupils may not always make the required standard but they do make progress from their prior attainment.

### **Key Stage 2**

During the academic year 2022-203 there is no data to display in this area.

### **Key Stage 1**

	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>Expected progress or more</b>	0%	0%	50%
<b>Age Related Standards</b>	0%	0%	0%

Pupil progress information is available, however, due to cohort numbers is not published online.

The children who are currently receiving SEN support have made progress against their individual targets. Reviews are held termly where progress is reviewed and new targets are set. Data and results from classroom assessments are also analysed. During these meetings parents are informed of any interventions the children will be taking part in. Intervention data is carefully monitored throughout the school year. The SENDCo is available to meet with parents throughout the year.

### **Attendance**

Pupils identified as SEND had 95.3% attendance compared to whole school attendance which was 94.2%.

### **SEND Policy and information report.**

The SEND policy was updated in line with the BBCET policy and will be published on the website.

### **Accessibility Plan**

The accessibility plan and policy was updated in line with the BBCET policy and will be published on the school website. It is due for review in 2025.

### **Statutory Assessments**

Information is confidential due to small cohort sizes and is not available online.

### **Staffing and Resources**

The deployment of staff is reviewed continually to ensure the right provision and intervention is provided for pupils to make the greatest impact on progress. During the year, staff have been employed to support SEN children in the following ways:

- One-to-one provision for learning needs.
- Providing social and emotional support to individual pupils and groups of pupils.
- Additional small group support for English and Maths and phonics.
- Delivering Speech and Language programmes to individual pupils following advice from the Speech and Language Therapy Service
- Carrying out phonic and reading interventions in KS1 and KS2 where appropriate.
- Supporting pupils during less structured times of the day for example lunchtimes and break times.
- Providing bespoke support to small groups of pupils and individual pupils to enhance progress in reading, writing and maths.
- Supporting pupils with ASD with their individual targets.
- Carrying out personalised interventions such as Lego Therapy and Speed Up writing,

Teaching assistants do not solely support SEN children. The SENCo has supported/assessed many other children during the year that are not categorised as SEN but have additional needs.

#### **CPD for SEND.**

Over the course of the year we have undertaken a wide range of training including

- SENCO meetings with the Local Authority
- Autism Training from the AET
- Training for staff with the Speech and Language Team
- Mental Health Training
- Growth Mindset and Tiny Habits
- Phonics Training
- Numicon Training
- Rosenshines Principles of Instruction training.

#### **Work with External Agencies**

We work with lots of external agencies to support children with Special Educational Needs and Disabilities. Over the course of the year we have worked with:-

- Speech and Language Therapy
- Occupational Therapy Service
- Educational Psychology Service
- Jill Sanderman- Educational Psychologist.
- Newcastle and Gateshead Children and Young People's Service (CYPS)
- School Health
- Special Educational Needs Outreach service (SENDOS)
- The Roads Centre
- The RISE Team
- Social Care
- Community Paediatrics
- Work with the BBCET.

Next Steps for 2023-2024

- Zones of Regulation training
- Newcastle Descriptors of Need Training
- Work with Specialist teachers on supporting pupils with literacy difficulties
- Work with Specialist teachers on using Check In training.
- Whole School Training on the SEN Mainstream Guidance and the Code of Practice
- SENDCO will be working closely with schools in the BBCET Trust.
- To engage with WESEND through the BBCET.
- Quality first teaching with our Educational Psychologist