

St Cuthberts Catholic Primary SEND Information Report

St Cuthbert's Catholic Primary School is a smaller than average sized primary school. We have an inclusive and non-selective ethos, which is developed through striving to understand and work with the individual needs of each child irrespective of any barriers to learning. We encourage all members of our community to work together, believing that we
'Help one another, this is what we do with all our hearts'.

1. Identification of Special Educational Needs and Disabilities (SEND)

1.1 How does the school identify children/young people with special educational needs and disabilities?

- Conversations with parents.
- Liaising with previous settings and discussing hand over documents.
- On-going assessment and monitoring of progress and attainment of all pupils in line with the assessment policy.
- Communication between class staff, Special Educational Needs Co-ordinator (SENCO), Headteacher and parents.
- Observations and assessments carried out by the SENCO and external agencies.

1.2 What should I do if I think my child has SEND?

- Speak to the class teacher about any concerns initially.
- Meet with the SENCO or Head to discuss concerns further and next steps.

2. Support for children with special educational needs

2.1 If my child is identified as having SEND, who will oversee and plan their education programme?

- The class teacher with support from the SENCO and the Headteacher.

2.2 How will I be informed / consulted about the ways in which my child is being supported?

- Meetings with the class teacher or SENCO.
- Home / school books for parents unable to get into school regularly.
- SEND Support Plan if needed.
- Letters informing parents of extra interventions.
- Parents' evenings.
- Annual reports.
- Termly Progress Reports.
- Annual Reviews for children with an Education, Health Care Plan.
- Teachers will record discussions and strategies internally.

2.3 How will the school balance my child's need for support with developing their independence?

- Appropriately altered teaching – styles, tasks and resources.
- Appropriately targeted small group or individual support.
- Visual displays and resources – whole class or individual.
- Developing skills for independent learning.

2.4 How will the school match / alter the curriculum for my child's needs?

- Children's needs and interests will be taken into account when planning the curriculum.
- The curriculum will be altered based on individual children's needs, taking into account information gathered about each child. Alternative tasks may be at a small group or individual level.
- Additional intervention led by the teaching assistants may take place outside of the classroom, if necessary.

2.5 What teaching strategies does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties?

- Strategies are put in place to best match individual children's needs.
- Advice, support and resources from external agencies are taken into account.
- Strategies include:
 - Specific alternative activities.
 - Visual support including pictures, writing frames or word banks.
 - Visual timetables.
 - Reward systems.
 - ICT support.
 - Learning walls.
 - Small steps with specific achievable objectives.
 - Multisensory approach to activities.
 - Learning breaks
 - Additional / alternative resources provided to support individual needs.
 - Consideration of the learning environment.
 - Use of Sensory POD.

2.6 What additional staffing does the school provide from its own budget for children with SEND?

- SEND Team.
- Teaching Assistants in each class to support specific children and interventions.
- SENCO.
- Provision of a range of clubs including craft club, dance club, art and sports.
- Forest School Sessions.
- Swimming sessions.

2.7 What specific intervention programmes does the school offer to children with SEND and are these delivered on a one to one basis or in small groups?

Type/Title of Intervention	<input checked="" type="checkbox"/> One to one	<input checked="" type="checkbox"/> Small group
Catch Up Reading	✓	✓
Managing Sensory Behaviour / Proprioception tasks	✓	

Talk Boost	✓	✓
EBSA	✓	
Read, Write, Inc Phonics	✓	✓
Nurture work	✓	✓
Time to Talk / Circle of Friends		✓

2.8 What resources and equipment does the school provide for children with SEND?

This will vary for each child. We will endeavour to provide the resources necessary for each child based on recommendations made by specialist services. Currently we have the following resources and equipment in school:

- Angled writing slopes.
- Weighted jacket.
- Pencil grips / pencils / scissors / rulers.
- Coloured paper and overlays.
- Fiddle toys.
- Sensory equipment and lighting.
- Mobile Hoist.
- Disabled toilet chair /changing facility.
- TODD Standing Frame.
- Disabled access work chair.
- Sensory POD.
- Ipads.
- Anxiety chew toys.
- Disabled Access to building.

2.9 What special arrangements can be made for my child when taking examinations?

This will depend upon the identified needs of the child and the regulations / specifications of the DfE, but may include:

- Additional time.
- Scribe / transcription.
- Reader.
- Quiet area.
- 1:1 support.

3. My child's progress

3.1 How will the school monitor my child's progress and how will I be involved in this?

- On-going teacher assessments.
- Target setting using SEND Support Plans. (In addition to progress reports)
- Standardised tests where necessary to give standardised scores and comparative ages.
- Provision mapping and pupil progress meetings.
- Conversations between parents, teachers and SENCO.
- Parents' evenings.

3.2 When my child's progress is being reviewed, how will new targets be set and how will I be involved?

- Individual SEND Support Plans are reviewed at least termly and new objectives set based on information gathered in 3.1.
- Parents will be sent the updated plans.

3.3 In addition to the school's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with school staff?

- Parents are involved through meetings and informal discussions with teachers or SENCO.
- Annual Reviews for children with an Education, Health Care Plan.

3.4 What arrangements does the school have for regular home to school contact?

- Teachers are always happy to arrange a meeting to discuss issues regarding a child.
- Regular phone calls / e-mails / dojo messages when required.
- The Headteacher will always try to make herself available whenever possible.

3.5 How can I help support my child's learning?

- Ensure children come to school ready to learn – on time, with appropriate equipment.
- Support the school with regards to behaviour.
- Read regularly with your child and sign the reading record book.
- Provide support with homework.
- Don't take holiday during term time.
- Regular communication with the school about issues that may arise.
- Work together with the school to support agreed interventions.
- Talk to your child about how they feel about their learning.

3.6 Does the school offer any help for parents / carers to enable them to support their child's learning, eg. training or learning events?

- The school will endeavour to provide sessions throughout the year focused on specific year groups or areas of learning when necessary.
- Parenting workshops and additional training are signposted.
- The school can make referrals to Family Support Advisors.

3.7 How will my child's views be sought about the help they are getting and the progress they are making?

- Discussions with the child.
- Attendance at regular meetings if appropriate.
- Pupil Evaluations.
- Annual Review questionnaire for those children with an Education, Health and Care Plan.

3.8 What accredited and non-accredited courses do you offer for young people with SEND?

- None accredited currently.
- The school works in partnership with external agencies, e.g. Action for Children, Young Carers to provide opportunities for young people with SEND.

3.9 How does the school assess the overall effectiveness of its SEND provision and how can parents / carers and young people take part in this evaluation?

- Regular monitoring of progress through teacher assessment.

- Impact evaluation of interventions.
- Regular review of Individual SEND Support Plans.
- Governor monitoring regularly.
- Annual reviews.
- Pupil Evaluations.
- Liaison with external agencies.
- Next steps for learning and targets for the children set and reviewed.
- Discussion with children and parents.
- Headteacher monitors the standard of learning interventions and discusses these with the staff/governors.

4. Support for my child's overall well being

4.1 What support is available to promote the emotional and social development of children with SEND?

- Advice and support from external agencies.
- Specific intervention eg Nurture Sessions, School Buddies, Social Stories, scaling activities, Sensory Diet.
- Additional adult support during unstructured times, where necessary.
- Proprioception activities.
- Sensory Breaks during the school day.

4.2 What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?

- Clear and consistent whole school behaviour management system.
- Clear guidelines of choice.
- Reactive plans.
- Home School Agreement Plan.
- Whole school rewards and consequences.
- Individual Behaviour Plans / Reward and consequence systems.
- Visual displays and resources.
- Social stories.
- Scaling activities.
- Sensory activities.
- Learning breaks.
- External agencies support (School will liaise with LA)
- Special safe place for the child, identified with the child.
- Alternative areas to work.
- Individual support as necessary (both in the classroom and during unstructured times of the day).
- Liaison with parents.
- Target setting and monitoring of specific behaviours through home / school liaison book.

4.3 What medical support is available in the school for children with SEND?

- Trained first aiders.
- Staff trained in Managing medicine.

- Staff trained in use of the mobile hoist.
- Staff trained in administering insulin.
- Staff are able to train to meet the medical needs of individual children as required.
- Liaison with Health visitor and other Health Care professionals.

4.4 How does the school manage the administration of medicines?

- Forms are completed to allow prescribed medicines to be given during the school day by staff.
- Medicine policy.
- Trained first aiders.
- Locked medical cabinet.

4.5 How does the school provide help with personal care where this is needed, eg. help with toileting, eating etc ?

- Disabled toilet.
- 1:1 support when required.
- Liaison with outside agencies and parents.

5. Specialist services and expertise available at or accessed by the school

5.1 What SEND support services does the school use, eg. specialist support teachers, educational psychologists, teachers for hearing impairment and visual impairment, ASC advisory teachers, behaviour support teachers etc ?

- Educational Psychologists.
- ASC Specialist Advisory Teachers.
- EYFS Specialist Advisory Teachers.
- Specialist Advisory Teacher for Physical / Medical & SLD
- Area SENCO.
- Local medical centres.
- Health Visitors.
- Young Carers.
- CAMHs.
- Speech and Language Therapists.
- Occupational Therapist.
- Physiotherapist.
- Family Youth Support Workers.
- Parent Partnership.
- Action For Children.
- EHCP Key Leader.
- BEWO.
- Early Help Officers.

5.2 What should I do if I think my child needs support from one of these services?

- Speak to the class teacher or SENCO initially who will advise next steps and make referrals as necessary.
- We encourage you also to speak to your GP if you have any concerns about your child's physical, social or mental development.

5.3 How are speech and language therapy, occupational therapy and physiotherapy services provided?

- These services are available in and outside of school.
- School will liaise with these services to support programmes set.

5.4 What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?

- Speak to the class teacher or SENCO initially who will advise next steps and make referrals as necessary.
- Referrals may also be available through your GP.

5.5 What arrangements does the school have for liaison with Children's Social Care services?

- School has access to Children's Social Care when required.

6. Training of school staff in SEND

6.1 What SEND training is provided for teachers in your school?

- Training is provided dependent on current needs either in-house or with support of external specialists.
- SENCO, Head and other staff attend various training and cascade to others.
- Provision Mapping, Performance Management, lesson observations etc. highlight any additional training required.
- Team Teach Training.
- First Aid Training.
- Use of Mobile Hoist.
- Managing Medicine training.
- Autism Trust Training.
- EBSA Training.
- SENCO MAT cluster group for SENCO.
- SENCO SLRP cluster group for SENCO.

6.2 What SEND training is provided for teaching assistants and other staff in your school?

- As 6.1.

6.3 Do teachers have any specific qualifications in SEND?

- Members of the SEND team have specific expertise and/or qualifications in SEND.
- All staff have some experience in dealing with a range of SEND pupils.
- Courses and training are available and key staff identified.

6.4 Do teaching assistants have any specific qualifications in SEND?

- As 6.3.

7. Activities outside the classroom including school trips

7.1 How do you ensure children with SEND can be included in out of school activities and trips?

- All children are included in out of school activities and trips, following risk assessments carried out in line with the Local Authority guidelines. Individual arrangements will be discussed with parents as appropriate.

7.2 How do you involve parents / carers in planning the support required for their child to access activities and trips?

- Parents will be consulted during the planning, and recommendations from the place to be visited will also be taken into account regarding facilities and accessibility.

8. Accessibility of the school environment

8.1 How accessible is the building for children with mobility difficulties / wheelchair users?

- There are ramps at some entrances and portable ramps can be used by entrances with steps.
- The school is on one level.
- There is 1 disabled toilet and changing facilities.
- A disabled parking bay is located outside the school gates.

8.2 Have adaptations / improvements been made to the auditory and visual environment?

- An environmental audit will be undertaken if necessary to ensure provision is made for a child with complex needs entering the school.
- Adaptations were made in 2020 to provide access for wheelchair users.

8.3 Are there accessible changing and toilet facilities?

- 1 disabled toilet with changing facilities.

8.4 How do you ensure that all the school's facilities can be accessed by children with SEND?

- As above.
- Any further needs will be assessed on an individual basis and adaptations made as necessary.

8.5 How does the school communicate with parents / carers who have a disability?

- Informal and formal discussions – in person, by phone, by dojo or e-mail – with class teacher, Teaching Assistant, or SENCO.
- Home / school book.
- Meetings with school staff and/or external agencies as necessary.
- Annual Reviews for children with an Education, Health and Care Plan.

8.6 How does the school communicate with parents / carers whose first language is not English?

- Translation facility available on Class Dojo.
- Google Translate.
- Translator services would be requested if necessary.

9. Preparing my child to join the school or to transfer to a new school or the next stage of education and life

9.1 What preparation will there be for both the school and my child before he or she joins the school?

- Home visits – opportunity for parents and school staff to gather information.
- School visits.
- Parents information session.
- Liaison with pre-school and secondary settings.
- Induction Programs/Transition days planned.
- Additional transition arrangements for vulnerable children – photo booklet, additional visits, meetings with outside agencies involved etc.
- SENCO will attend any relevant Team Around the Family meetings, Annual Reviews etc.

9.2 How will my child be prepared to move on to the next stage within school, e.g. class or key stage?

- Class visits.
- Opportunities to familiarise themselves with staff and peers in the new class.
- Sharing of information between past and future staff.
- Parents information session.
- Additional transition arrangements for vulnerable children – photo booklet, additional visits, meetings with outside agencies involved etc.

9.3 How will my child be prepared to move on to his or her next school?

- As above
- Year 6 children are involved in discussions / activities to prepare them for leaving St Cuthbert's and moving on to Secondary school.
- For vulnerable children, the future setting will be invited to a transition planning meeting when appropriate arrangements will be agreed.

9.4 How will you support a new school to prepare for my child?

- Arrangements are made according to need, and may include any of the above as well as:
- New setting staff to visit child at St Cuthbert's.
- St Cuthbert's staff to visit new setting with child.
- New setting staff invited to attend Team Around the Family meetings, Annual Reviews etc.
- Sharing of strategies and interventions used – both school staff and outside agencies.

9.5 What information will be provided to my child's new school?

- A range of information will be shared including academic information (test data, teacher assessments, progress measures, provision mapping) social and behavioural issues, medical / physical needs and any important background information.

9.6 How will the school prepare my child for the transition to further education or employment?

- Not applicable

10. Identification of more able children

We use a range of strategies to identify more able children. The identification process is ongoing and begins when the child joins our school.

Children undergo baseline assessment within their first half term of joining our reception class. This gives information about their developing skills and aptitudes across several areas of learning. Children are assessed according to the development matters statements and early learning goals on entry to school. This evidence is recorded in the Foundation Stage Profile and is ongoing throughout the year. We discuss each child's assessment information with the parent, and use this information when planning individual needs.

As the child progresses through the school, we assess them regularly to ensure that they are achieving their personal targets. We identify more able children when they achieve high levels of attainment across the curriculum, or in particular skills or aspects of subjects.

The children undertake national tests in Year 2 and Year 6, plus the optional non-statutory tests in Years 3, 4 and 5. Teachers also make regular assessments of each child's progress in all subjects of the National Curriculum. We compare the information from these tests with a range of national and LA data, in order to ensure that each child is making appropriate progress.

10.1 How is the provision and progress of more able children monitored?

- Children are identified as exceeding their age related expectations in school.
- Teachers' planning ensures that suitable tasks and activities are being undertaken by more able children across all curriculum areas.
- Teaching arrangements are regularly reviewed for more able children.
- Progress of more able children is monitored through termly discussions with the staff.
- Extra-curricular activities are offered to further extend learning in a range of subjects.
- Learning is enriched through regular homework activities linked to the work being undertaken in class.
- More able children have the opportunity to experience a range of educational visits that further enrich and develop learning eg. Links with The Lakes School.
- Staff liaise with parents and governors on issues related to more able children.

11. Who can I contact to discuss my child?

11.1 Who would be my first point of contact if I want to discuss something about my child or if I am worried?

- Class teacher.
- SENCO.
- Headteacher.

11.2 Does the school offer any specific support for parents / carers and families (such as Family Support Workers?)

- The school has access to a range of external agencies and support for parents. A referral can be made with the SENCO/Headteacher.

11.3 What arrangements does the school have for signposting parents / carers to external agencies which can offer support, such as voluntary agencies?

- Links with external agencies.
- The SEND Team may provide targeted information for specific parents.

- Every effort will be made to support parents as needs arise.

11.4 What arrangements does the school have for feedback from parents, including compliments and complaints?

- Feedback through informal discussions with school staff and Governors, parents evenings, questionnaires.
- Complaints should be taken to the Headteacher when other avenues have not been successful.

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