



St Cuthbert's Catholic Primary School

SEND Information Report

(and contribution to LA SEND Local Offer)



“let the light of Christ shine in each one of us ”



St Cuthbert's is an inclusive school that welcomes and celebrates diversity.

All staff believe having high self-esteem is crucial to a child's emotional wellbeing and academic progress. We have a caring, understanding team who look after all of our children.

We strive to provide a nurturing and supportive learning environment in order for children to fulfil their potential. We provide SEND support for students with significant needs in the following areas:

- *Communication and Interaction*
- *Cognition and Learning*
- *Social, mental and emotional health*
- *Sensory and/or Physical*

Our Core Offer

- Teachers are responsible for the progress of ALL pupils in their class. High quality teaching is personalised to meet every child's need. This is the first step in supporting pupils who may have SEND (Special Educational Needs and Disabilities). All children are challenged to do their very best. This is usually enough for most pupils to make progress.
- All children will be taught a broad and balanced curriculum; differentiated to the needs of each individual. Where children require extra support, specialist resources or extension materials, these will be provided wherever possible.
- All children are known well by their class teacher, who develops strong relationships with them. Good behaviour and work is rewarded.
- Your child can express their views through school council representatives or directly to staff (Specifically the PSA) KS2 Buddies and the student council representatives encourage all pupils to have a voice in school.
- We manage medical needs by working closely with parents and healthcare professionals. We listen to and act on their advice, providing staff training when needed.
- Our offer extra curricular clubs differ each term dependent on the interests of children.
- There is also an SEND governor who has particular involvement with SEND policy and provision.

What support will there be for my child's overall well-being?

Support we can provide in school may include:

- Members of staff, including class teachers and SENCO readily available for those pupils who wish to discuss issues or concerns.
 - Designated areas of school for children to 'share' worries with Tas or the PSA in Nurture room
 - Weekly Statement to live by liturgies and lessons which cover a variety of topics such as; I know what to do if I see someone being hurt, I can say one good thing about myself.
 - A dedicated parental support and inclusion manager (Rebecca Garside)
 - 'Pupil voice' - "Student Council."
 - Behaviour programmes including rewards and sanctions.
 - Social skills and friendship groups e.g. "sports leaders and Buddies."
 - Mindfulness lessons - KS2
- Great Dream work (www.actionforhappiness.org)
- Bereavement support -dealing with Loss (Rainbows programme)
- Intervention groups ran by Alliance / ELSA trained TA for identified children which can include; F.R.I.E.N.D.S, There's a volcano in my tummy.
 - Medicines can be administered in school with signed parental permission. There are nominated first aiders in school with some members of staff holding paediatric first aid qualifications. If your child has significant medical needs you will need to speak to the SENDCo/ Head Teacher to discuss how we can best support you and your child. This might include drawing up a Health Care Plan.

The class teacher has responsibility for the overall well-being of every child in their class. If you have any worries speak to the class teacher first. If further support is needed the class-teacher will speak to the SENDCo.

St. Cuthbert's has a wealth of expertise and specialist services are always used when the need arises and the school feels it needs more support or advice to ensure a child fulfils their potential.

The following is a snapshot of our expertise, but is not an exhaustive list:

Expertise in School

- SENDCo - Mrs Flounders
- Deputy Head and Transition Leader for Y6 - Emma Daly (National Qualification for SEND)
- ELSA trained staff member -supporting social and emotional learning
- 'Know Your Mind' Mindfulness - Mrs Mudd
- Bereavement support - dealing with loss (Rainbows programme)
- WELCOMM - Speech and Language intervention programme
- Nuffield Early Language Intervention - to improve spoken language
- Talk Boost and Early Talk Boost
- Beat Dyslexia Programme
- Lexia intervention
- Inference Trained Staff
- Squiggle while you wiggle - Nursery motor skills programme
- Becoming 1st Class Number, 1st Class Number 1 and 2 (Numeracy programme)
- Team Teach Trained Staff
- Qualified First Aid Staff

- Staff who are able to administer insulin and measure glucose levels (Training provided by Diabetes Nurses from Hartlepool Hospital)

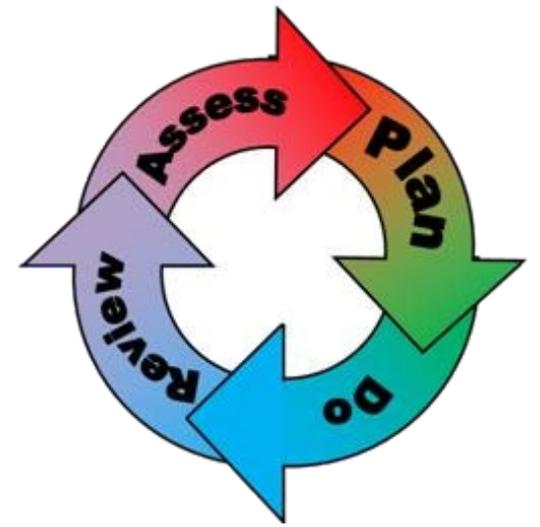
At St. Cuthbert's we involve other bodies; including health and social care, local authority support services, charitable and voluntary sector organisations in meeting the children's SEND and supporting their families.

Expertise/Specialist Services accessed by St Cuthbert's:

- Educational Psychologist
- Occupational Therapists
- Speech and Language Therapists
- Early Help - Referrals made by school and other specialists
- Alliance Psychological Services
- CAMHS - Child and Adolescent Mental Health Service
- Links with Daisy Chain Project (ASD Service)
- Links with Alice House (Bereavement Service)
- Harbour (Domestic Violence support and counselling)
- 'Being a parent' Workshops led within school
- School Nurse/Health Visitors/Dental Health
- Child and Family Services
- Fire Brigade/Cycling Proficiency/ Pedestrian training- road/fire safety interventions • Crucial Crew - Y6 road safety/drug awareness

Assess

- Identification - Your child will be identified as having SEN and/or a disability if they have significantly greater difficulty in learning than the majority of children of the same age or if they have a disability preventing or hindering the use of educational facilities provided for children of the same age within the Local Education Authority.
- First steps - if from our rigorous tracking and monitoring of your child's progress, it becomes apparent that he/she is not making expected progress then you will be invited to a meeting with their teacher and Mrs Flounders (SENDCo). Where appropriate your child will be involved in this meeting. At the meeting we will begin to explore the possible barriers to learning and you will be asked how we can best support your child.
- Observations and assessments will then be carried out and, if required, input from specialist services may be sought with your permission.
- Where appropriate your child may be placed on our school's Targeted Support or SEND Support Register and a plan will be devised by the class teacher that will set achievable targets. These will be reviewed and updated at least half-termly.
- EHCPs (Education, Health and Care Plans) will be sought when a child's needs are deemed more complex and require the input from a range of outside agencies. This could be in the form of Educational Psychologists, Occupational Therapists or other professionals with an area of expertise, e.g. Autism. An EHCP helps to determine the level of educational, social and health support the child needs.



- If you are concerned about your child's progress or that your child may have SEN and/or a disability, please contact our SENDCo - Mrs Flounders - 01429 275040

Plan



Our procedures are in line with the SEND Code of Practice 2014

The first point of contact is the class teacher, who has overall responsibility for the welfare of your child. Additional provision is planned carefully and overseen by Mrs Flounders, the SENDCo (Special Educational Needs and Disabilities Co-ordinator). It is implemented by a skilled team of teachers and supported by experienced teaching assistants.

SEND Resources

At St. Cuthbert's we have an extensive range of different SEND resources and interventions available. These are closely matched to the needs of our children and their progress is monitored by the class teacher, the SENDCo, the deputy head, the headteacher and staff with specific curriculum responsibilities.

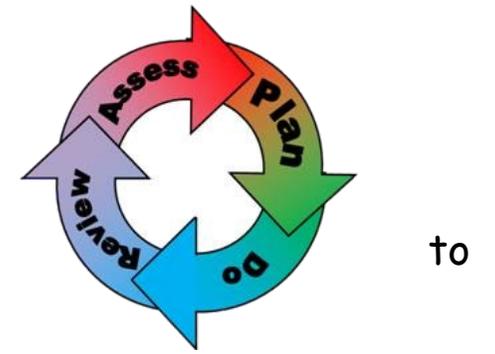
Where provision does not result in adequate progress, as outlined in the SEN Code of Practice, the SENDCo (Mrs Flounders or Mrs Daly) should be consulted for advice.

Pupil progress meetings are held three times a year with the Deputy Headteacher, SENCO and class teacher to discuss and plan suitable teaching programmes for each child.

Do

- Our teachers are skilled at adapting teaching and learning to meet the diverse needs in each class.

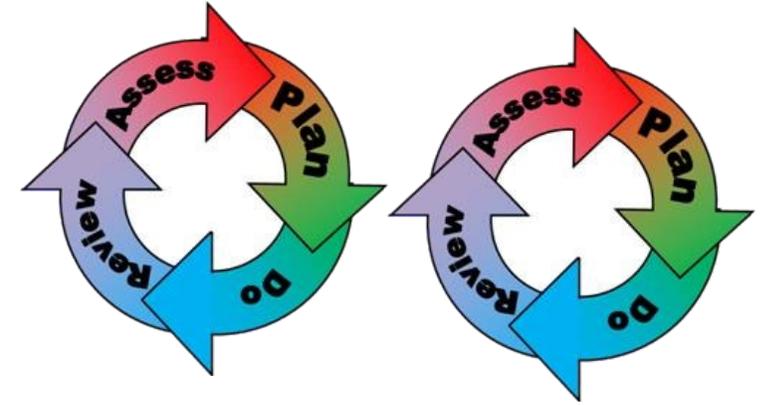
- Daily planning takes into account individual children's needs and requirements and is annotated and adapted according to need. Explicit reference is made in the teacher's planning the needs of those children identified with SEN and/or disabilities.



- Differentiation is approached in a range of ways to support access to the curriculum and ensure that all children can experience success and challenge in their learning.
- Grouping arrangements take into account the different skills and abilities of each child. This ensures that learning is maximised.
- When possible, additional adults are used to help groups and individual children with the long term goal of developing independent learning skills. The class teacher monitors this support to avoid pupils becoming over reliant on this.
- We fully encourage parental support and offer opportunities for individual meetings with parents/carers to provide clarity and recommendations on how they can support their child at home.

Review

If despite all steps taken, good progress is still not being made, we will refer back to our graduated approach and increase/change support whilst continuing to monitor and review progress. It may also be necessary, at this stage, to consult with the expertise and specialist services secured by the school. Parents will be consulted before these referrals take place.



Consultation sessions are held in the Autumn and Spring terms where you can meet your child's teacher to discuss and look at their work in different subject areas.

Parents that have children on the school's SEND Support Register, are also invited to termly meetings to review their child's coordinated support plan and targets. If appropriate, your child will be involved in reviewing their targets at appropriate times throughout the term, with the class teacher or teaching assistant, and during the setting of new targets on a termly basis. If, of course, you would like to meet Mrs Daly, Mrs Flounders or your child's class teacher at any point during the term, this can easily be arranged.

Review

For every child who is in the care of the Local Authority, (a looked after child - LAC), a Personal Education Plan (PEP) will be devised. This Plan will establish clear targets and actions to respond effectively to each child's needs and provide a continuous record of their achievements.

If your child has an EHC Plan, you will be invited to an annual review of this plan.

Homework is given regularly and your child may have the opportunity to access computer programmes to support their learning at home through the school website. You are encouraged to support your child's learning at home.

Reading records are used to support communication between home and school and you are encouraged to use these frequently.

Meeting identified needs:

[Communication and Interaction](#)

[Social, Emotional and Mental
Health Difficulties](#)

[Cognition and Learning](#)

[Sensory and/or Physical Needs](#)



For many children, their targets will be linked to learning and will often be specifically related to English and Maths. However, for other children they may be related to social interaction, communicating with children and adults or emotional difficulties. The most important factor is that the targets and support provided are particular to the needs of each individual child.

At St. Cuthbert's, we offer many different forms of additional provision, including:

- * Additional in and out of class support
- * One-to-one support when appropriate
- * Flexible groupings (including small group work)

- * Access to specific resources and learning programmes
- * Counselling
- * Access to a wide range of outside agencies.

Communication and Interaction



Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

How support will be provided:

- Access to small group and/or individualised interventions to develop skills in communication and interaction with others.
- Visual timetables used in every classroom
- Flexible approaches to timetable when necessary



- Access to additional aids/technology
- Explicit teaching of generalising skills from one context to another
- Careful planning of transitions, e.g. advance notice, familiar resources • Mentoring and/or buddy systems

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where 98 children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

How support will be provided:

- Regular, individual or small group focused interventions, e.g. reading (Lexia), phonics numeracy (Becoming 1st Class Number, 1st Class Number 1 and 2)



- Increased access to small group support in class
- Practical aids for learning, e.g. place value counters, number lines, pictures, photos, coloured overlays, accessible reading material suited to age and individualised success criteria
- Flexible groupings
- Access to technical aids e.g. spell checker, ICT software and/or hardware
- Adaptations to assessments to enable access e.g. readers, scribe, ICT
- Curriculum/delivery adaptations to meet the learning needs of individuals • Frequent repetition and reinforcement

Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

How support will be provided:

- Access to time out/individual work area

- Access to counselling services, e.g. CAMHS, Alliance,
- A dedicated Family and Inclusion Support Worker (PSA Rebecca Garside)
- ELSA (supporting social and emotional learning)
- Bereavement support
- When possible, increased access to additional adults in and out of the classroom
- Supported transition programme with chosen secondary school
- Applications made to SEMH when necessary

**Sensory and/or
Physical Needs**



Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

How support will be provided:

- Occupational Therapy Support sought when necessary and suggestions followed.
- Concrete apparatus available to support learning, e.g. Numicon materials (numeracy)
- Sensory resources available e.g. Chew Buddies, seat wedge, writing wedge, heavy work activities
- Access to support for personal care, e.g. school nurse service
- Adaptations made to the curriculum when needed to avoid sensory overload.

Accessibility

With due regard to our admission policy, parental choice and accessibility of the school building all children with special educational needs who apply will be accepted by the school.

- All of the ground floor is fully wheelchair accessible.
- Disabled toilet facilities are located through the school office near the school entrance.
- Communication with parents whose first language is not English is supported by advice from the Local Authorities EAL (English as an additional language) team.
- We have a Polish speaking TA to support our Polish families.

When necessary, translators are booked for meetings and documents are translated.

Activities Outside of School

- St. Cuthbert's is an inclusive school and we will put in place appropriate support, whenever possible, to enable your child to be educated alongside their peers. This may include extra staffing and/or equipment.
- Staff who are arranging an offsite trip will discuss with parents and the SENDCo any requirements needed and the suitability of any trip which the school is taking part in.



- We will not stop your child from going on a trip due to their special educational needs and/or disability if the trip is suitable for your child and their safety and the safety of others is not compromised.
- The headteacher oversees all trips to ensure children are safe and included where possible.



Medical

- On site medical support is provided by our qualified First Aiders including emergency and paediatric first aid.
- Staff are trained in the administration of Epi-pens.
- Staff are trained in the administration of Insulin and the measuring of glucose levels.
- We have a comprehensive policy covering the administration of medicines in school.
- Children who have more severe medical conditions have detailed individual health care plans which are devised in consultation with parents, school staff and medical professionals. These plans are kept in class, the staffroom and main office and are accessible by all members of staff. Electronic copies are updated termly and reviewed with parents.

Moving Up, Moving on ...

Transition to Secondary School

- We work closely with all secondary schools in the area as part of the transition project for Hartlepool Local Authority.

- The majority of our children move on to English Martyrs Secondary School.
- The transition process will begin early, usually in Summer of Y5, for some of our more vulnerable children (those with social work involvement and SEN Support children).
- PCP Meetings are held for the transfer of essential information relating to EHCPs, Child and Family Services and pastoral matters.
- Mrs Garside, our Parent Support Advisor, works closely with the SENDCo and Y6 class teacher to support children who require additional provision during their transition period.
- We can also support you in organising meetings with secondary school staff if you wish to speak to them personally.
- When reviewing an EHCP for children in Y6, staff from the secondary school will always be invited to the review meetings.
- During the last term, staff from English Martyr's come to meet our Y6 children and in addition to this, our Y6 children attend their chosen secondary school for a period of transition decided by the secondary school.



Transition to a new school

If your child moves to a new school within or at the end of an academic year, Mrs Daly or Mrs Flounders will contact the school SENDCo to ensure he/she knows about any special arrangements or support that needs to be made for your child. If necessary, a meeting will be arranged with other professionals. She will also transfer all records held

for your child to the new school as soon as possible. For those who may be joining specialist provision, staff may attend initial visits with child.

Transition to a new year group/Key Stage

Information will be passed on to the new class teacher in advance and a transition meeting will take place with the new teacher. Individual targets/requirements for all SEND children will be discussed with the new teacher and agreed by Mrs Daly or Mrs Flounders.

Flexible entry to Early Years Foundation Stage dependent on need.

Children who require additional support to ensure a smooth transition to their new class, will be included in a programme supported by Mrs Daly, Mrs Flounders and the class teacher.



Staff Training

- All teachers have Qualified Teacher Status and our teaching assistants have a minimum of a level 2 qualification.
- All staff are either teachers of or are supporting students with SEND.
- St. Cuthbert's values staff training and organises courses/training programmes to ensure teachers and teaching assistants stay up to date with current research into teaching and learning.

Further information to support this document can be found at the following links:

* SEN Code of Practice (graduated response)

<https://www.gov.uk/government/consultations/revision-of-the-send-code-of-practice-0-to-25years>

• Local Authority's Local Offer

https://www.hartlepoolnow.co.uk/local_offer

St. Cuthbert's Accessibility Policy (available on website)

[St. Cuthbert's RC School | Hartlepool \(stcuthbertsschool.org.uk\)](http://stcuthbertsschool.org.uk)



Keeping in touch

Mrs J Wilson - Headteacher/Designated Safeguarding Lead

Mrs R Garside - Designated Safeguarding Lead

Mrs E Daly- Deputy Head/Sendco

Mrs C Flounders- SENDCo

St. Cuthbert's Primary School, Stratford Road, Hartlepool, TS25 5AJ

Tel: 01429 275040

Website - www.stcuthbertsschool.org.uk

Email - cflounders@stcuthbertshartlepool.bhcet.org.uk

Hartlepool Borough Council website - https://www.hartlepoolnow.co.uk/local_offer

Bishop Hogarth Catholic Education Trust website - <https://bhcet.org.uk>

Trust contact - Maura Regan (CEO) 01325 254525