

# St. Cuthbert's Catholic Primary School



## SEND Information For Families

Updated September 2024

## St Cuthbert's Catholic Primary School SEND Information

We hope this guide will help you understand more about the documentation our school use in relation to SEND. This is a brief, general guide only. As always, do not hesitate to contact school if you have any queries or concerns about your child's current Support Plan.

Support Plans This is a child-centred plan written and agreed by you, your child, school staff and perhaps other professionals. The plan sets out how everyone involved will work together to help your child make progress. A Support Plan:

- \*Sets clear targets for your child to work towards
- \*Plans what is to be done to help your child meet these targets
- \*Decides on the best ways to help your child progress
- \*Makes sure that all those who are involved with your child are aware of your child's needs and know the best ways to help
- \*Makes sure that all involved are working towards the same aim
- \*Checks on your child's progress.

Review of Support Plans These meetings are opportunities to gather together to discuss progress, concerns or any future needs. These reviews:

- \*See how your child is progressing
- \*Decide if he or she is still being helped in the best way
- \*See if they have reached targets set
- \*Set new targets if necessary
- \*Decide on new programmes/strategies if necessary.

Reviews take place termly at St Cuthbert's in the form of "Support Plan Days" where families/carers are invited to attend a meeting in school to discuss their child and to be involved in setting aims or targets with the class teacher and SENDCo. Should families be unable to attend, all documentation is sent home.

Your involvement at home. The teacher may ask you to help with special programmes which parents can use to support the work done in school. If you feel you can help in this way, the teacher and SENDCo will talk to you at or after a review meeting. We can also give you some general ideas on ways to help your child.

### **Further information - see our website which includes details other useful websites of:**

#### 1. The Local Offer

What is the Local Offer?

The LA Local Offer: The Children and Families Bill was enacted in 2014. From this date, Local Authorities and schools were required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs/Disabilities (SEND) aged 0-25 (2015). This is the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It is also an important resource for parents in understanding the range of services and provision in the local area.

<https://my.northtyneside.gov.uk/category/1243/local-offer-special-educational-needs-and-disabilities-send>

#### 2. Our SEND Information Report

What is the School SEND Information Report?

This utilizes the LA Local Offer to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to meet.

#### 3. Our SEND Policy (and child-friendly policy)

#### 4. Terminology:

1. The terms below are commonly used when talking about Learning Support / SEND provision in schools.

The terms have a wide scope in meaning and interpretation, and are often used interchangeably. However, there are some distinctions and a need for accuracy - particularly in formal recording / reporting and day-to-day liaison work with parents, colleagues and other parties not necessarily as knowledgeable in this area.

Name	Brief Description
1.1	<b>Additional Needs</b> The main term used within the school for needs presented by students that cannot be met by universal / Wave 1 approaches.
1.2	<b>Special Educational Needs</b> A sub-section of Additional Needs referring primarily to the needs presented by students who have support in school for an area of SEND or 'Special Needs'.

## 2. Areas of Additional Need

The following terms can be used to break down Additional Needs into identifiable skills / deficit areas to which responses can then be directed.

Name	Brief Description
2.1	<b>Concentration</b> Staying on task, ignoring distractions, focusing on the teacher, remembering instructions etc.
2.2	<b>Organisational Skills</b> Physical organisation of self and equipment, planning ahead with work, thinking about consequences before actions etc.
2.3	<b>Speech and Language</b> Understanding their <u>first</u> spoken language, acquiring new vocabulary, ability to express themselves clearly in sentences etc.

2.4	<b>Reading</b> Ability to read a paragraph or more with ease and fluency.
2.5	<b>Spelling</b> Ability to consistently spell common words and make a good attempt at unfamiliar words.
2.6	<b>Extended Writing</b> Ability to write a correctly punctuated paragraph or more with ease and fluency.
2.7	<b>Handwriting</b> Ability to write legibly, with ease and at a pace equivalent to peers.
2.8	<b>English as Additional Language</b> Understanding English as a <u>second</u> language, acquiring new vocab etc.
2.9	<b>Numeracy/Maths</b> Demonstrating a basic grasp of number, algebra, data, shape / space and measure etc.
2.10	<b>Physical/Hearing/Visual</b> Ability to access all activities despite physical, hearing or visual difficulty etc.
2.11	<b>Social</b> Forming and maintaining positive relationships, conforming to social norms etc.
2.12	<b>Emotional</b> Showing awareness of own feelings and that of others, managing feelings, confidence etc.
2.13	<b>Homework/Coursework</b> Ability to study independently, to produce work to deadlines etc.
2.14	<b>Exams</b> Ability to prepare for and sit an exam without close adult support.

## 3) Identifiable Types of Difficulties, Conditions and Disability

With persistent additional needs, the following terms, definitions and codes for identifiable types of learning difficulties, conditions and disability are used – these are drawn from guidance. These labels are only assigned following assessment by an Educational Psychologist, Specialist Teacher, Medical Professional or other suitably qualified professional.

Name		Common Definition
3.1	<b>Specific Learning Difficulties (SpLD)</b>	An umbrella term cover a wide range of identifiable difficulties, usually inherent, that an individual may present with. When these difficulties are clustered together, often more definitive sub-sets are used such as 'dyslexia', 'dyscalculia', 'ADHD' etc.
3.2	<b>ADHD / Attention Deficit Hyperactivity Disorder</b>	A specific learning difficulty typically presenting as exceptionally low concentration span, poor working memory, limited organisational skills with extreme impulsivity.
3.3	<b>ADD / Attention Deficit Disorder</b>	A specific learning difficulty typically presenting as exceptionally low concentration span, poor working memory, daydreaming / procrastination and slower thinking through of concepts, questions etc.
3.4	<b>Attachment Disorder</b>	A range of difficulties typically affecting mood, adherence to social norms and social relationships arising from a failure to form normal attachments to primary caregivers during early childhood (0-3 years). Also has causative link to incidences of abuse, neglect, sudden separation from / changes in caregivers during early childhood.
3.5	<b>Autistic Spectrum Condition</b>	A psychological condition presenting itself in a variety of forms (Autism, Asperger Syndrome, Pervasive Development Disorder – Not Otherwise Specified), typically including specific learning difficulties centred around limited empathy, fixated / literal thinking, limited ability to interpret language, limited ability to engage in a variety of social situations / experiences etc.
3.6	<b>BESD / Behavioural, Emotional and Social</b>	A range of difficulties typically presenting as exceptional limitations in an ability to recognise and manage emotions linked in with a persistent inability to engage constructively in a variety of social situations / experiences etc.
3.7	<b>Dyslexic Tendencies</b>	A specific learning difficulty typically presenting itself in one or more of the main areas of literacy – namely reading and spelling. Students will have difficulties with working memory and often organisational skills. A commonly used indicator is where there is a clear discrepancy between literacy skills and intelligence / general ability – though students of all ability levels may have dyslexia.
3.8	<b>Dyspraxia</b>	A specific learning difficulty based around the brain's transmission of signals that control gross and fine motor skills - typically affecting planning of movements and co-ordination. Can also impact on language development.
3.9	<b>Dyscalculia</b>	A specific learning difficulty typically presenting itself in one or more of the main areas of Math / numeracy – namely use of symbols, acquiring arithmetical skills particularly those requiring use of working memory, and spatial understanding. On the surface, these often relate to basic concepts such as: telling the time, calculating prices and handling change, and measuring and estimating things such as temperature and speed.

3.10	<b>Hearing Impairment</b>	Difficulties based around fully or partially reduced functioning in one or both ear's ability to detect and/or process sounds. Caused by a wide range of biological and environmental factors, loss of hearing typically arises in young people from a genetic / biological condition or injury to part/s of the ear.
3.11	<b>Moderate Learning Difficulties</b>	Definitions of Moderate Learning Difficulties vary. However, a common understanding is that there must be substantial difficulties (3+ years below standard progress) in two or more of the following areas: literacy, numeracy, speech and language, social skills, memory, concentration - typically in conjunction with an exceptionally low score on an individual test of intelligence and notable low self-esteem / independence in learning.
3.12	<b>Oppositional Defiant Disorder</b>	A psychological condition presenting itself as an ongoing pattern of disobedient, hostile, defiant and deliberately subversive behaviour toward authority figures / systems of authority which goes beyond the bounds of normal childhood behaviour. Often linked with ADHD and can develop into other more severe conditions such as Conduct Disorder.
3.13	<b>Physical Difficulty</b>	Difficulties based around a full or partially reduced muscular-skeletal functioning in part/s of the body. Caused by a wide range of biological and environmental factors, this type of difficulty typically arises in young people from a genetic / biological condition, a medical condition or a significant injury.
3.14	<b>Speech, Language and Communication Needs</b>	A range of specific learning difficulties related to all aspects of communication in children and young people. These can include difficulties with fluency, forming sounds and words, formulating sentences, understanding what others say, and using language for socially and learning.
3.15	<b>Visual Impairment</b>	Difficulties based around fully or partially reduced functioning in one or both eye's ability to detect and/or process images. Caused by a wide range of biological and environmental factors, loss of vision typically arises in young people from a genetic / biological condition or injury to part/s of the eye.

The following two areas are not classed as a learning difficulty, condition or disability but are a formally identifiable area of need.

3.16	<b>English as an Additional Language</b>	Referring to students who were born in Britain for whom English is not the first language as home <u>and</u> for students not born in Britain, having arrived in the country after the acquisition of their first language (typically 5 years old or over).
3.17	<b>Medical Needs</b>	Refers specifically to students with a medical condition that is permanent / ongoing and is likely to interfere with attendance to school and participation in a full mainstream curriculum.

#### 4) Levels of Response

In line with the SEND Code of Practice, schools are to provide graduated responses to additional needs within the student population. These are briefly described below:

Type		Description
4.1	<b>Monitoring</b>	Students who are viewed to be at risk of not making adequate progress – but are currently making adequate progress through universal / Wave 1 responses and are reported to have no immediate foreseeable difficulties– are placed in the ‘Monitoring’ category.
4.2	<b>Interventions and support</b>	Students who are not making adequate progress but with a mix of Wave 1 and Wave 2 responses are expected to narrow the gap.
4.3	<b>SEND (School Support K)</b>	Students who are not making adequate progress despite receiving targeted / incidental support and access to interventions through School Action – but through Wave 2 and Wave 3 responses are expected to narrow the gap between their academic performance and peers.
4.4	<b>EHCNA (Education, Health and Care Needs Assessment)</b>	Students at ‘SEN support’ who, through agreement of, families/carers, leadership team and external agencies (including specialists) are referred for EHCN Assessment with a view to acquiring an Education, Health and Care plan– this process can take time to complete – 6 weeks for the local authority to consider whether assessment is appropriate and then 20 weeks to agree a final plan.
4.5	<b>Education, Health and Care Plan (EHC)</b>	An EHCP is a legal document which describes a child or young person’s (aged up to 25) special educational needs, the support they need and the outcomes they would like to achieve.

#### 5. Core Practices and Processes

There are a number of core practices and processes that are undertaken in order to identify, respond to and review additional and special educational needs within schools.

Practice / Process		Description
5.1	<b>Access Arrangements</b>	Additional support for students sitting exams / controlled assessments.
5.2	<b>Additional Needs Register/SEND Register</b>	A document holding information on all students identified as having additional needs.
5.3	<b>Annual Review</b>	A legally-binding yearly review of needs and support arrangements for a student with a Statement of SEN. Involves written reports and a meeting between all relevant parties.
5.4	<b>EHA</b>	An assessment process, through completion of an Early Help Assessment form, used by the any professional when referring to external agencies and designed to bring health and education services together in a ‘Team around the Family (TAF) approach.
5.5	<b>Health Care Plan</b>	A document holding information on a student’s medical needs with advice on responses where necessary.

5.6	<b>In-class Support</b>	Strategies and additional staffing put in place to ensure the inclusion and achievement of a student or group of students in the mainstream classroom.
5.7	<b>Support Plan</b>	A document to plan and record actions being undertaken to meet the additional needs of a student.
5.8	<b>Internal Report</b>	A report completed by teachers / support staff to inform an Annual Review.
5.9	<b>Intervention</b>	Small group or individual programmes of study for students with identified additional needs.
5.10	<b>Liaison</b>	Any work undertaken that involves communication and collaboration with parents/carers, colleagues and external agencies to ensure the inclusion and achievement of a student or group of students with additional needs.
5.11	<b>Personal Educational Plan (PEP)</b>	A document to plan and record actions being undertaken to ensure the well-being and progress of students registered as 'Child in Care' / 'Looked-after Child'.
5.12	<b>Standardised Test</b>	A test of intelligence or skill area measured against established norms / averages for that age group. A standardised test will typically lead to a 'standardised score', 'age equivalent score' and a 'percentile rank' which can inform psychological / diagnostic reports.
5.13	<b>Education, Health and Care Plan (EHCP)</b>	A legally-binding document outlining funding and provision to be implemented by the school and other agencies in support of a young person, determined by formal assessment.
5.14	<b>Support Plan</b>	For children at SEN Support Stage (K) , this is a child-centred plan written and agreed by you, your child, school staff and perhaps other professionals. The plan sets out how everyone involved will work together to help your child make progress.