

St. Cuthbert's Catholic Primary School



SEND School Information Report

St Cuthbert's Catholic Primary School "Offer"

Updated September 2024

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All of the information that parents need in order to apply for a place at St. Cuthbert's Catholic Primary School can be found on 'North Tyneside Council School Admissions' site.

See weblink to North Tyneside Local Offer:

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

Introduction

All Bishop Bewick Catholic Education Trust schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are support schools to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of children with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

Definition of SEN:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from that made generally for other children or young people of the same age. (Code of Practice 2015. P16)

The four broad 'areas of need' are: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory and Physical Needs.

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.

What is the School SEND Information Report?

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

Our Intent

St. Cuthbert's is a one-form entry Catholic mainstream primary school where Jesus is at the centre of everything we do in a community where we learn, achieve, enjoy and succeed. We strongly believe that children learn and achieve best when their learning is given real purpose and they are part of planning, leading and assessing it. They achieve best when they have what they need to learn and when they feel they are an important part of a community. At St. Cuthbert's we continually work with families and partners across the whole curriculum to give our children the best possible learning experiences we can give every child; at St. Cuthbert's we believe that our curriculum is enriched by all the experiences our children and families get beyond the national curriculum. The Code of Practice 2015 states that, for children with SEN, “special educational provision is to be made that is additional to, or different from, that made generally for other children or young people of the same age”. We believe our curriculum and emphasis on the outdoors lends itself very well to a wide range of special educational needs. Our whole curriculum is adapted and has developed along with our learning environments and opportunities to nurture, stretch and develop talents. A creative and flexible curriculum with extra-curricular activities, we hope will create the balance needed to challenge and provide continuous opportunity for success - vital for providing the confidence to try new things. Skill development is key within this curriculum as well as a base of solid knowledge to work from.

Local Offer

Our Commitment: We cater for the broad areas of SEND – as identified by the SEN Code of Practice (updated 2020). These are:

- Cognition and learning
- Communication and language
- Social, emotional and mental health

- Sensory, physical and medical needs

Our ethos and approach:

At St Cuthbert's Catholic Primary School, we embrace the fact that every child is different, and therefore, the educational needs of every child are different; this is certainly the case for children with Special Educational Needs. At St Cuthbert's Primary School, we value our diverse community. Our school vision is based on equality and valuing each and every individual in our school community. As a Catholic school, we hold the Gospel teaching central to everything we do and endeavour that:

- Everything we do is done in the spirit of the Gospel teachings.
- Shared values are at the heart of St Cuthbert's and essential for us to continue thriving as a community.
- St Cuthbert's is a significant part of our children's and families' lives. We do everything we can to ensure the children in our care are physically and emotionally safe and that families can trust us to do this.
- We believe in the power of awe, wonder, enthusiasm, enquiry and self-confidence and teach a curriculum which encompasses all of these sensations.
- All our staff seek to motivate our children and each other, giving and expecting the best in every area of school life.
- We value all individuals equally and seek to know them well and to treat children the way they might become rather than as they are.
- We believe in building quality relationships and look to the successful education of the whole child.
- We understand the part we play in our local and wider community and we make sure our children and families share this understanding through a wide range of curricular events.
- We aim to be outstanding in all areas of school life.

Our mission statement is the back-drop for all we do in school, including our work with our children with additional learning needs. This document gives families information about the variety of ways we ensure we support our children with special educational needs and/or disabilities (SEND) to achieve their potential. We provide a full range of educational and pastoral support to all and our children with SEND make very good

progress. The information here is general; each child is an individual and will receive unique provision and resources where necessary.

[The questions below give you more information about the Local Offer from St Cuthbert's Catholic Primary School and how we can support your child.](#)

What sort of concerns or SEND issues might be shared between school and home?

There are a number of reasons why a child may be identified as having SEND:

- They are having significant difficulty with their learning and making far less progress than would be expected.
- They have a specific learning difficulty, for example dyslexia.
- They have emotional or mental health difficulties.
- They have difficulties with social communication and interaction.
- They have sensory and/or physical needs, for example a hearing impairment.

How can I let the school know that I am concerned about my child's progress in school?

If you have concerns about your child's progress, you should speak to your child's class teacher initially.

- If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Co-ordinator (SENDCo) – (Ms Shepherd).
- The school SEND Governor (Mrs A Glen-Ravenhill) can also be contacted for support.

How might school identify my child has additional needs?

The school's monitoring and assessment procedures will build a profile of your child's needs. This, in the first instance, will be through evidence gathered by the class teacher and any concerns will lead to further assessments. The SENDCo will monitor progress and adjustments may be made if school come to the conclusion that the pupil requires help over and above that which is normally available through high quality teaching (universal approach). Families/carers will be informed and a graduated

approach to support will begin following the assess, plan, do, review cycle each term.

What support is offered to pupils with additional needs?

At St Cuthbert's, we adopt a graduated approach – a four-part cycle (assess, plan, do, review). Through this cycle, actions are reviewed and refined as understanding of a child's needs, and the support required to help them secure good outcomes, increases.

This graduated response always begins with universal high-quality teaching.

From here, it may be thought necessary to adopt some more targeted strategies. This may involve targets within the classroom or some intervention group work/individual work. Advice from other professionals may support the development of targets. A Support Plan will detail the targets being addressed and will be formulated and reviewed termly by teaching staff, pupils (where appropriate) and families/carers.

Statutory Support. After 2 review cycles, in some cases, where these actions are not meeting need, this may lead to a request for EHCNA (Educational Health and Care Needs Assessment).

The Graduated Approach:

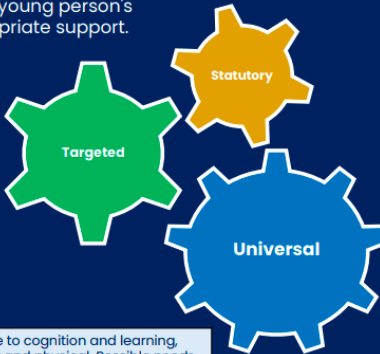
What is the graduated approach?

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The graduated approach is North Tyneside's approach to supporting children and young people who may have additional needs. There are three levels of support depending on the child or young person's needs. We use an Assess, Plan, Do, Review model to assess needs and implement appropriate support.

Universal	This is support that is available to all young people as part of the graduated approach.
Targeted	This is additional support that is available to support young people with specific needs. This level of support may require a referral and have a criteria to meet to access support. <small>Young people accessing targeted support should also continue to access universal support.</small>
Statutory	This is specialist, statutory support for a small number of young people who require an EHCP. <small>Young people accessing statutory level support should also have access to universal and targeted support.</small>



Assess	This is when any possible needs are identified and assessed. These could relate to cognition and learning, language and communication, social, emotional and mental health or sensory and physical. Possible needs in these areas can be identified by school staff, other professionals, parents/carers and or young people.
Plan	A plan of additional support is put together by school and in agreement with parents/carers. This must be recorded, and a review date agreed.
Do	The additional support is implemented, with the relevant staff and/or other agencies involved.
Review	The impact of 'do' is evaluated. If a young person has made good progress, it may be decided that they do not require any further intervention. If progress is slower or no progress has been made, revisions will be made to the plan for the next cycle.



Universal Support

For your child this would mean:

- High Quality Teaching
- That the teacher had the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. Assessment of need is on-going.
- Teachers follow a "Five-a-Day" principle. This incorporates explicit instruction, the teaching of learning strategies, scaffolding resources, consideration of grouping arrangements and the use of technology as a teaching and learning tool.
- An effective, inclusive learning environment ("Clever Classrooms" approach).
- At times the teacher may direct a Teaching Assistant to work with your child as part of normal working practice.
- Specific strategies (which may be suggested by the SENCo or outside professionals) are in place to support your child to learn. CPD is relevant and on-going.
- Pastoral/nurture support is at the centre of our school ethos.
- Specific group work within a smaller group of children.

This group, often called intervention groups by schools, may be:

- Run in the classroom or outside.
- Run by a teacher or most often a Teaching Assistant who has had training to run these groups.
- This means they have been identified by the class teacher as needing some extra support in school.

For your child this would mean:

- He or she will engage in group sessions with specific targets to help him or her to make progress.
- A learning Support Assistant/Teacher will run these small group sessions using the teacher's plan.
- This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

Targeted Support (K)

Sometimes intervention groups may not address specific difficulties a child may be displaying. They may have been identified by the class teacher/SLT (Senior Leadership Team)/SENDCo as needing some extra specialist support, perhaps with involvement of other professionals outside the school.

For your child this would mean:

- Your child will have been identified by the class teacher or SENDCo (or you will have raised your own concerns) as needing more specialist input in addition to high quality teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- Support to set better targets which will include their specific expertise.
- A group run by school staff under the guidance of the outside professional e.g. a social skills group.
- A group or individual work with outside professional.

The school may suggest that your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place. This type of targeted support is available for children with specific barriers to learning that cannot be overcome through high quality teaching and intervention groups.

Statutory Support (E)

In some cases, these actions might indicate that further assessment is required by multi agency professionals and additional funding outside of the school's budget is sought through an EHCP (Education and Health

Care Plan). In considering whether an EHC needs assessment is necessary, the local authority considers whether there is evidence that, despite school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child or young person has not made expected progress. This process takes 20 weeks from the date of submission.

How is extra support allocated to children and how do they progress in their learning?

- The school budget, received from North Tyneside LA, includes money for supporting children with SEND.
- The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.
- The Head Teacher and the SENCo discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing extra support, the children who have been identified as not making as much progress as would be expected. From this information, they decide what resources/training and support is needed.
- The school identifies the needs of SEN pupils on the SEND Register and individual Support Plans are written with targets to address needs. This identifies all support given within school and is reviewed at least termly. Changes are made as and when required, so that the needs of children are met, and resources are deployed as effectively as possible.

How will we measure the progress of your child in school?

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally with the Headteacher and SENCo every term in reading, writing and maths.
- At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally. In some instances, these may be deemed inappropriate and "Special

Consideration Guidance” will be referred to (Access Arrangements can be implemented in line with government guidelines)

- Children at the stages of Targeted and Statutory Support will have a Support Plan setting out termly targets. Progress against these targets will be reviewed and updated each term at meetings held with families/carers, the class teacher, SENCo and which take consideration of pupil views.
- The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child’s education, including the child’s views wherever possible.
- The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.
- Regular typicalities, book scrutinies and lesson observations will be carried out by the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

How is the extra support monitored and information shared with families/carers?

Support Plans

Typically, a child with Special Educational Needs and/or Disabilities who receives support above the group intervention stage will be monitored on the school’s SEND Register and will have a Support Plan which sets out targets that are currently being worked on and what additional provision is put in place for that child. The content of the Support Plan is negotiated, as appropriate, with the child and the child’s family.

For many children, targets will be connected to learning and will often be specifically to do with literacy and numeracy. For other children, they may be to do with social interaction, communicating with children and adults, emotional difficulties, overcoming physical issues (for example problems to do with fine motor control) ... the list is endless! The most important point is this: targets depend on the needs of the child and the families/carers, work in partnership with school to strive for the very best possible outcomes.

EHCNA (Education, Health and Care Needs Assessment)

This means your child will have been identified by the class teacher and SEND, Co as needing a particularly high level of support or small group teaching and an application for funding will have been made to the Local Authority for an Education, Health and Care (EHC) assessment. In short, an EHCN assessment is a detailed investigation to find out exactly what your child's Special Educational Needs are. This assessment can lead to an EHC plan, which brings together the child's education, health and social care needs into a single, legal document. Families/carers and the child will be involved every step of the way throughout this process – sharing views and information, meeting with professionals and reviewing provision. It is the L A who will decide if your child's needs are severe, complex and lifelong and whether or not they need more specified extra support in school to make good progress. Should the local authority agree to an assessment, then formulate an EHC plan, this document would set out what extra support they would receive to meet those needs. After accepting the need to assess, the process is completed within 20 weeks. The number of hours of support will be specified by the Local Authority and the EHCP will be reviewed annually.

Usually your child will also need support/advice from other professionals outside of school. This may be from:

- Local Authority central services such as the Educational Psychology Service or the Outreach Team.
- Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational Therapy, CAMHS (Child and Adolescent Mental Health Service), or Sensory Service (for students with a hearing or visual need) etc...

For your child this would mean:

The ECH Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short-term goals for your child. The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

This type of support is available for children whose learning needs are:

- More persistent, complex or lifelong
- Need more than a specified number of hours support in school

Who are the people providing services to those with SEND in this school?

School provision:

- Teachers responsible for teaching SEN groups/individuals.
- Teaching Assistants mainly working with either individual children or small groups on intervention programmes or specifically tailored programmes, or on targets recommended by outside agencies such as the Language and Communication Team or Sensory Service.

Examples of Local Authority Provision delivered in school:

- Educational Psychology Service CPD and recommended strategies/programmes
- Sensory Service advice
- SALT (Speech and Language Therapy) targets
- Language and Communication Team assessments
- Dyslexia Team interventions

Examples of Health Provision delivered in school:

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse CPD
- Occupational Therapy support
- Physiotherapy advice
- Children and Adolescent Mental Health Service (CAMHs) reports

How are the teachers in school helped to work with children with SEND and what training do they have?

The SENDCo supports the class teacher in planning for children with SEND.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as Dyslexia, Autism Spectrum Disorder (ASD), Speech, Language and

Communication, hearing impairment, specific literacy and numeracy difficulties and SEMH programmes for example.

- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children.

How do school, home and outside agencies support each other?

For all children at St Cuthbert's School who have an additional need we also:

- Recognise that the family is the expert on their child and work in partnership with them.
- Employ an experienced Special Educational Needs Coordinator (SENDCo) to lead on SEND provision across the school.
- Assess and review the learning of our SEND children; the Senior Management Team using that information to inform future planning and teaching.
- Provide teaching assistants in class who work with SEND children and also, importantly, support other children so that the teacher has more opportunities to work with the SEND children.
- Hold regular meetings for teaching assistants with the SENCo, to review children, interventions and resources and to adapt provision where necessary.
- Support our families with children with SEND, formally through review meetings and informally through our "open door" approach. Families are also advised of other services and organisations which may offer further advice and support.
- Seek advice from outside agencies to ensure each child's needs are fully identified and understood and to learn from specialists how best to support our SEND children.
- We evaluate intervention groups and strategies on a termly basis.
- Regularly evaluate our teaching resources to ensure they are accessible to all SEND children.
- Ensure our school activities and trips, as far as is possible, are accessible to all our SEND children.
- Hold termly review meetings with families for children with a higher level of SEND.
- Provide on-going SEND training and information for teachers and teaching assistants

How is St Cuthbert's Catholic Primary School accessible for children with SEND?

- The school is fully compliant with the Equality Act 2010.
- The school has easy access and wide doors and ramps.
- There is one disabled toilet and changing facilities.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.

How will we support your child's emotional and social development and offer pastoral and medical support?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative. For those children who find aspects of this difficult we offer:

- One to one support and pastoral care, access to programmes such as Thrive (SEMH) and strategies such as The Incredible 5 Point Scale, as well as access to our Nurture space.
- Support to ensure children access extra-curricular clubs to enable them to learn how to co-operate with one another in a small group and be responsible for looking after a living environment.
- The school yard is staffed with teachers who greet and welcome pupils and their families each morning. This ensures a smooth transition between home and school each day.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required the class teacher liaises with the Headteacher and Assistant Headteachers for further advice and support.

This may involve working alongside outside agencies such as Health and Social Service.

- Children with eating difficulties are encouraged in school to try different types of food. If necessary, children are supported in the dining room. Children are not rushed to eat their food.

If your child still needs extra support, with your permission, the SENCo will access further support from the Local Authority.

How is transition managed?

Throughout their time at St Cuthbert's, our children are familiar with all members of staff as our creative curriculum offers many opportunities to spend time with other classes and teachers. Before the end of each academic year, transition meetings are held with teachers and support staff to discuss each child's targets. There is close liaison with high schools, particularly in the summer term and children are encouraged to attend sessions at available summer schools.

At St. Cuthbert's we see transitions for children as everything from meeting developmental milestones within our nursery setting, starting nursery or school, moving house, making new friends, learning to walk or ride a balance bike etc. As part of any child's development, they will be experiencing all different kinds of transitions, some we may not even think about. A child welcoming a new sibling to the family is a perfect example of when they may need some support from their early years setting. The setting will be familiar to them and it is up to you as the early years practitioner to support the child through change and upheaval.

Because these transitions are so varied, it is important we spend some time getting to know the children and families in our setting. We do this by meeting all families every morning, at the end of every day, at play days, activity mornings and whole school family events.

Before children join St. Cuthbert's Nursery or Reception Class, we meet with all families to discuss their children's needs and to get contacts of any other agencies involved with the family who we may not have met. We also work with other nursery settings and any medical professionals to ensure that everything that is needed is in place before the child starts with us. Working with families we put plans together, both formal and informal, to meet the needs of all children. Transition into our Early Years setting includes opportunities for children and families to visit school, stay and play and to meet all staff before starting school with us.

From primary to secondary can seem incredibly daunting for any child but especially some of our children with SEN, this means it is vital that we have excellent links with our secondary schools, for our children with SEN they are offered as many visits to the secondary school as needed and these are done with staff from our school. We liaise closely with secondary schools at transition times to ensure SEND pupil information is clearly communicated and recommendations heard so that the move to secondary school is as smooth as possible. All records are passed on to schools, outlining support received and any outside agency involvement your child has received.

We have close working relationship with the local secondary schools, sharing information about the children and offering them multiple visits as required. The secondary schools have also created resources such as leaflets about what the school looks like, what to expect and who the teachers are.

For children who are joining our school or leaving our school part way through their school career we offer visits for them if needed and the class that they are going into a member of staff from there will visit them at their current/new setting to aid with the move.

Statement of Intent for Supporting Equality

At St Cuthbert's Catholic Primary School we are committed to equality. We aim for every pupil to fulfil their potential no matter what their background or personal circumstances. Our School is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- Make inclusion a thread that runs through all of the activities of the school

St Cuthbert's Primary School prides itself in being very inclusive and will endeavour to support every child regardless of their level of need. All

pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented.

To successfully match pupil ability to the curriculum there are some actions we may take to achieve this:

- Ensure that all pupils have access to the school curriculum and all school activities.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- Pupils to gain in confidence and improve their self-esteem.
- To work in partnership with parents, pupils and relevant external agencies in order to provide for children's special educational needs.
- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- To make suitable provision for children with SEN to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all children with SEN are fully included in all activities of the school in order to promote the highest levels of achievement.
- To promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
- To give every child the entitlement to a sense of achievement.

To regularly review the policy and practice in order to achieve best practice.

What are SEND need types and what types of support can we offer?

At St Cuthbert's we embrace the fact that every child is different and, therefore, the educational needs of every child are different – this is certainly the case for children with Special Educational Needs. The categories below are a useful outline:

Universal strategies for communication and interaction:

Universal strategies for cognition and learning difficulties:

- Consistent approach to phonics to develop pupils' phonological awareness
- Explicit teaching of vocabulary using Word Aware approach
- Now and Next boards, visual timetables and supports to reinforce verbal and written language

Targeted support for speech, language and communication needs:

- Consider use of targeted interventions and support from other agencies
- EYFS Blast 1 and Blast 2
- EYFS Over and Over
- Black Sheep Narrative Programme
- Specific time devoted to SALT NHS targets
- Language For Thinking
- Word Aware
- Time to Talk
- Socially Speaking
- Talkabout
- Comic Strip Conversations
- Kids Guide to Staying Awesome and in Control
- Social Stories
- Friendship Programmes

- Regular opportunities to develop basic skills across subjects
- Pre teaching and over teaching of vocabulary (Word Aware approach)
- Visual support resources
- Use of ICT (dictation and translation applications, voice recorders)
- Simplified texts, adapted reading resources/materials
- Writing scaffolds, mind maps and word banks
- Paired work, collaborative groupings
- Dyslexia Team support for dyslexic traits and dyscalculic traits
- Pre/post-teach sessions
- Basic skills intervention
- We provide resources to support children with specific needs- e.g. practical maths apparatus, coloured overlays, reading rulers, sensory toys etc.

Targeted support for cognition and learning difficulties:

- Use of internal assessment tools relevant to the area of difficulty to plan for next steps in learning
- We access the expertise and advice of the North Tyneside Educational Psychology Service and the MAT EP in identifying learning difficulties and in

	<p>developing specific targeted support</p> <ul style="list-style-type: none"> • We seek advice and assessments from The Dyslexia Referral Team, SALT, The Language and Communication Team and other agencies • We provide small group/individual support with a focus on literacy or numeracy skills, depending on need. • We use a range of ever-developing intervention programmes based on the needs of individuals and groups to improve literacy or numeracy skills- e.g. Blast, Boosting Reading, Time to Talk, Talkabout and Narrative Programmes. • Precision Teaching • Paired Reading • Dyslexia Programmes
<p><u>Universal strategies for social, emotional and mental health needs:</u></p> <ul style="list-style-type: none"> • We provide excellent pastoral care for our children. • When required, we create behaviour management plans where necessary, to ensure children can access the curriculum and all children remain safe. • We use Pupil Passports to communicate specific needs when a child requires adaptation in certain social situations 	<p><u>Universal strategies for sensory, physical and medical needs:</u></p> <ul style="list-style-type: none"> • We request and act upon advice and guidance from the Occupational Health Service. • We provide support and practical aids where appropriate to ensure pupils can access the curriculum. • We seek advice and guidance from school health for pupils with significant medical needs

- We complete risk assessments and then take action to ensure the safety and inclusion of all children, whenever possible, in all activities
- We put in place short term support for a child with a specific emotional need, for example, bereavement, trauma.
- When required, we run small group sessions with a focus on social skills (eg Socially Speaking, Time to Talk, The Friendship Formula or Talkabout).
- Specialist trained 'Thrive Practitioner' in school and low stimulus nurture room
- Compassion Matters lessons closely linked to PSHE, emotional literacy and Catholic life teaching
- We adopt a growth mindset approach and use solo taxonomy to develop ownership of learning
- Liaison with external professionals e.g. CAMHS/Educational Psychology Service re staff training and the needs of individuals

Targeted support for social, emotional and mental health needs:

- We seek the expert advice and support of outside agencies, including CAMHS (Child and Adolescent Mental Health Service), The Language and Communication Team and the Educational Psychology Service.
- Implement small group support
- Access to Nurture Room

- We run intervention sessions to improve fine and gross motor skills, e.g. handwriting programmes.
- When it is appropriate we use ICT to enhance pupil's access to the curriculum.
- When required staff receive training in understanding the impact of a physical or sensory need on the teaching of learning of the child.
- An accessible site – all on one level
- Access to a first aid room
- High-quality facilities and ease of access to toilets and outdoor provision
- Challenging outdoor environment play-equipment to develop pupils' proprioception and gross/fine motor skills
- Supportive staff who are well-versed in providing for those with sensory difficulties
- Access to the Sensory Team for those with visual impairment/hearing impairment
- A sensory/nurture room
- Handwriting programmes
- Close liaison with Occupational Therapy

Targeted support for sensory, physical and medical needs:

- Accessibility plan implemented
- Consider Primary Care offer
- Access to the Sensory Team for those with visual

- Develop check in routines with trusted adult
- Thrive approaches
- Maslow's Hierarchy of Needs
- Compassion Matters
- The Incredible 5 Point Scale
- Kids Guide to Staying Awesome and in Control
- Comic Strip Conversations

- impairment/hearing impairment and follow adaptations required on an individual basis
- Support from HIVE
- Support from Community Disability Living Team
- Nort Tyneside Parent/Carer Forum
- Handwriting Without Tears
- Write From the Start
- OT programmes
- Use of regulation boxes

What happens if my child feels bullied?

Our school staff and sports leaders support playtimes and lunchtimes – the aim is to promote and model effective social, emotional and behavioural skills. We teach social inclusion interventions, and our classes mix regularly to foster positive relationships across school. Through Compassion Matters lessons and Thrive approaches, we teach SEND literacy in pupils through acceptance, sensitive and supportive whole-class education. Our Anti-Bullying Policy is shared with all families and published on our website. We have also written Anti Bullying Policies with children which are written at age-appropriate levels, these are also shared with all classes and published on our school website.

Who can I talk to?

Class teacher:

Responsible for:

- Checking on the progress of your child and identifying planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCo know as necessary.
- Writing a Support Plan and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are able to deliver the planned work/programme for your child, so they can

achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND

The SENCO (Ms Lisa Shepherd):

Responsible for:

- Coordinating and evaluating the effectiveness of the support for children with Special Educational Needs and/or Disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs in school.
- Updating the school's SEND register/provision (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are efficient records of your child's progress and needs.
- Obtaining specialist advice and support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Ensuring that you are:

- Involved in supporting your child's learning.
- Kept informed about the support your child is getting.
- Involved in reviewing how they are doing.

School holds individual review meetings each term for children on the SEND register to discuss progress and future targets with parents/carers, the class teacher and SENCO.

Head Teacher (Mr Shaun Dillon):

Responsible for:

- The day-to-day management of all aspects of the school, this includes the support for children with SEND and evaluating the effectiveness of support and interventions available.
- The Head Teacher makes sure that the Governing Body is kept up to date about any issues in school relating to SEND.

SEND Governor (Mrs A Glen-Ravenhill):

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Keeping up to date with issues currently effecting the school and the larger national picture.

How will the school deal with a complaint from a parent of a pupil with SEND?

- If you have concerns or a complaint about your child's progress, and he or she is getting either no or only limited extra help at school, you should first talk to your child's class teacher or raise the matter with the head teacher or SEND Co-ordinator (SENCO). They will establish the level of support required for your child.
- Our SEN Governor can also be contacted separately through the email address: office@stcuthberts.email. We will always try to arrange a meeting at the earliest possible opportunity should you have any concerns about SEND provision. However, if there are still unresolved issues, you may wish to make a formal complaint according to the procedures set out on the St. Cuthbert's Complaints Policy.
- Independent advice can be sought through SENDIASS ([link below](#))

What do our children and families say about St Cuthbert's?

Parental questionnaires completed at Support Plan Day meetings reveal that: parents believe that the school caters excellently for the individual needs of the child; that children feel well supported in school and that all parties concerned are kept well informed of their child's progress.

"I'm really pleased with all the support we receive from all the staff towards (our child's) development. The best decision we've made sending our daughter to St Cuthbert's".

"(Our Child) has recently gone through a very difficult spell lately and the school have been excellent in their help and understanding. They couldn't have done more. It's much appreciated".

Feedback from children is entirely positive too:

“I love going over some maths like long division in a small group – we do extra card challenges. I like taking them home to show my mam.”

“I find spellings hard to learn but Mrs shows me how to remember them. It’s easier now”.*

Other related documentation:

- SEND Policy
- ANTI BULLYING Policy
- Accessibility Plan
- Supporting pupils with Medical Needs
- Supporting pupils with Additional Health Needs

Are there any Support Services for parents of pupils with Special Educational Needs?

The Special Educational Needs and Disability Information, Advice and Support Service (**SENDIASS**) provide advice and information to young people, and parents whose children have Special Educational Needs. They provide impartial and factual support on all aspects of the SEND framework to help parents play an active and informed role in their child's education. Tel: 0191 643 8317/8313

Email: SENDIASS@northtyneside.gov.uk

<https://my.northtyneside.gov.uk/category/649/information-advice-and-support-sendiass>

Helpful websites:

<https://northtyneside.gov.uk/sites/default/files/web-page-related-files/Graduated%20Approach.pdf>

The Disability and Additional Needs Service. dans@northtyneside.gov.uk
or telephone 0345 2000108

The National Autistic Society: www.autism.org.uk

Dyslexia Action: www.dyslexiaaction.org.uk

www.thedyslexia-spldtrust.org.uk

Attention Deficit Hyperactivity Disorder: www.adhd.org.uk

Speech, language and communication
<https://www.thecommunicationtrust.org.uk>

<https://www.autism.org.uk/about/in-education/homework.aspx>

Setting up visual schedules

<https://www.homeschooling-ideas.com/home-school-schedule.html>

For more information about our provision for children with Special Educational Needs and/or Disabilities, and/or if you have any questions or queries about SEND, please speak to Ms Shepherd (SENCo).

Thank you taking the time to read St. Stephen's Local Offer. We aim to develop and foster positive pupil, school and home relationships and look forward to working with you in the future.

Reviewed September 2024

Next review date September 2025