



St Cuthbert's Catholic First School



SEND Information Report

SCHOOL NAME:	St Cuthbert's Catholic First School, Prince Edward Road, Berwick-Upon-Tweed Tel: 01289 307785 E-Mail: admin@st-cuthbertsrc.northumberland.sch.uk Website: www.st-cuthbertsrc.northumberland.sch.uk
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SENDCO: Mrs Katie Dyer
SEND Governor: Mrs Barbara Simpson (acting)

TYPE OF SCHOOL:	Mainstream first school to Year 4 with nursery.
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<p><u>St Cuthbert's Catholic First School's vision for pupils with Special Educational Needs or Disability (SEND)</u></p> <p>We believe that the school has a duty to ensure that each child is valued and encouraged to achieve human wholeness-spirituality, morally, emotionally, in a happy, secure and strongly Christian environment.</p> <p>We want all our children including those with Special Educational Needs or Disability to enjoy school, to feel safe and to work hard with enthusiasm to achieve their full potential. We strive to provide inspirational, challenging and creative learning opportunities to give all our children the widest and best educational opportunities possible.</p> <p>We endeavour to ensure that all pupils, regardless of their specific needs, make the best possible progress and achieve their highest level of attainment according to their abilities.</p>

Type of	<u>We provide support for the following types of SEND:</u>
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SEND we provide for	<ul style="list-style-type: none"> • Cognition and Learning • Communication and Interaction • Social, Emotional and Mental Health • Sensory/ or Physical disabilities
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School Policies	SEND Policy, Safeguarding Policy, Behaviour Policy, Complaints Policy, Accessibility Policy, Equality and Diversity Policy (All Policies can be found on our school website)
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<p>Provision for pupils with SEND</p>	<p><u>How does the school evaluate its SEND provision?</u></p> <p>SEND provision is monitored closely with governors and children's progress is reviewed termly. The Head teacher has termly pupil progress meetings with the class teacher to evaluate whether SEND children are making good progress. Interventions are reviewed half termly to check they are having an impact on the child's learning.</p> <p><u>Arrangements for assessing and reviewing children's progress with SEND</u></p> <p>Children with SEND are assessed using formative and summative assessments. Teachers use observations, questioning and children's work as well as assessing children against the National Curriculum. Other assessments used are Maths Whizz and Salford Reading Assessment. For children who are significantly below for their age group will be assessed using PIVATS. Children with SEND are assessed for a baseline which informs teachers of next targets. These targets are focussed on for a term and are included on a child's Passport. The passport is reviewed termly with parents and next steps are agreed. If children do not make progress and many interventions have been tried, the SENDCO will seek outside help from an appropriate agency.</p> <p><u>Our School Approach to Teaching pupils with SEND</u></p> <p>We are an inclusive school which means learners with SEND will learn alongside their peers as often as possible with the support from staff, interventions, pre-teaching and resources. When appropriate, children with SEND will be provided with a personalised curriculum to ensure children are meeting the targets needed to progress in their learning.</p> <p><u>How the school adapts the curriculum and learning environment for pupils with SEND</u></p> <p>Children with SEND have a personalised curriculum planned for them to help them reach their goals. SEND children access whole class teaching, pre-teaching and/or differentiation which may be needed for certain aspects of the curriculum.</p> <p>Work stations are provided whenever necessary to support children to have a quiet place, which is resourced for them to work at.</p> <p>A sloping desk is provided for children with posture difficulties.</p> <p>Children with barriers to producing written work have access to word processing programmes across the curriculum.</p> <p>Special provision is made for children who cannot access fast timed assessment tasks and they complete their tests on a one to one basis with the group leader at a different time.</p>
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	<p>Strategies to help concentration include soft toys to stroke or squeeze balls to calm and to provide an outlet for stress.</p> <p>Visual timetables are provided if needed.</p> <p>A "Meet and Greet" system supports distressed pupils, especially those with Social, Emotional and Mental Health difficulties, in beginning their school day in calmer and more positive manner.</p> <p>Social stories employed to support pupils in their personal development.</p>
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1:1 support is offered when appropriate.

Additional support

Children in Key Stages 1 and 2 are supported with relevant vocabulary before commencing topics.

Children can be supported in smaller groups with a teacher or teaching assistant if this is felt to be beneficial to them.

Our school invests in the following high quality online learning programmes;

- Maths Whizz (KS 1 & 2)
- Spelling Shed (KS 1 & 2)
- Purple Mash (KS 1 & 2)
- Active learn (KS2 only)

Children have access to these in and out of school and support is given to any children who cannot access these programmes at home e.g. time or loan of a suitable device.

Home school books and behaviour charts can help children with Social, Emotional and Mental Health difficulties to self- regulate at school and provides support at home for parents.

Inclusion of all

All lessons are inclusive. Teachers plan lessons that challenge and support children in their learning and work is differentiated to suit the needs of the children. Teachers use a range of strategies for particular children such as a visual timetable, a visual aid where each step of an activity is broken down, social stories and stress management techniques.

All children are included on school trips and support is provided where necessary. Lunchtime and support staff are aware of the particular needs of specific children and liaise with their class teacher.

All children are included in swimming and PE lessons. PE lessons are conducted by trained coaches who adapt the lesson for any child with SEND. All after school clubs cater for the needs of children with SEND and are fully inclusive.

Additional Funding is sought to provide additional staffing or resources, when appropriate.

Parents are encouraged to meet with staff termly as well as information sent home termly about their child's progress.

Social, Emotional and Mental support for children with SEND

We have a number of ways of supporting our young people with Social, Emotional and Mental needs

including:

ELSA- We have a trained member of staff who can deliver ELSA interventions to the children who need support with their emotional well-being.

Rainbows intervention- We have trained Rainbows staff to support children who are experiencing

loss or separation.

PSHE/RHE lessons- Children will have access to a range of lessons covering issues children and adults may face that affects mental health. Our school uses the high quality Ten:Ten RSE programme.

NUFC Primary Stars- In Key stage 2 NUFC Primary stars teach children about mental health and physical health alongside PSHE.

Home school books/Behaviour charts- Teachers provide children with behavioural needs with incentives to try and help self-regulate after discussion / agreement with parents and carers.

Prayer room- Children who find playtimes difficult are invited to the prayer room for a quiet, calm space. Other children are there to support their peers.

Commando Joes- Character teaching to support resilience, self confidence and self-esteem

Our SEND Team

SEND co-ordinator = Mrs Katie Dyer

Contact details: Phone 01289 307785

School email: admin@st-cuthbertsrc.northumberland.sch.uk

SEND Governor = Mrs Barbara Simpson (acting)

Staff Expertise

The following interventions / programmes / strategies are delivered by staff in our school:

- Talk Boost programme (a targeted and evidenced based intervention, which supports language delayed children in KS1 to make significant progress with their language and communication skills)
- Talk Tables (small group work to develop children's vocabulary)
- Colourful Semantics (speech program to improve sentence structure)
- Max's Marvellous Maths (a ten week Year 1 Maths catch up programme aimed at supporting children with basic number recognition and number skills)
- First Class @ Number (ten to twelve week intervention for children working just below ARE at the end of Year 2)

- MAPA (Management of Aggression or Potential Aggression)
- Emotional Literacy Support Assistant (ELSA's help children learn to understand their emotions and respect the feelings of those around them)
- Social Stories (a social learning tool that supports the safe and meaningful exchange of information between parents, professionals, and pupils with autism)
- Rainbows Bereavement programme (small group 12 week support for pupils suffering any bereavement or loss)

- Early Years staff have had awareness training to identify sensory issues
- Two Teaching Assistants are trained in supporting hearing-impaired pupils
- Speech and language support
- All staff have received training in working with pupils with English as an Additional Language (EAL)
- 2 EYFS staff have completed the ELKLAN training

Equipment and Facilities for our SEND Learners

Knowledge and training by the Hearing Support Services on how to manage and maintain sound system for deaf children.

Quieter room made available for specific IEP targets to be met by any SEND child (Owl room / prayer room)

Disabled access, disabled toilet, nappy changing area and disabled parking.

Sloping desks and pencil grips are provided as required.

Chrome books / I-pads available which can be used in quiet rooms with adult supervision/support

Clever Finger activity boxes to develop fine motor skills.

Word mats are used across all subject areas of the curriculum.

Parent and child involvement

Parents receive updated Passports with targets termly to inform them of their child's needs and how they can support at home. This is accompanied by SEND information leaflet and letter from the SENDCO outlining the provision their child has access to. Parents are invited in termly for progress meetings.

EHA meetings are held when needed.

Targeted information events are provided for parents and carers, as well as open days and taster days.

Feedback from parents is obtained via a questionnaire and any concerns addressed.

School are a part of the trust's SEND partnership as well as the Local Authority to access appropriate provision for children with Special Needs each academic year.

When we need to request support from other agencies, we consult with parents and if appropriate with the child, and listen to their views. We aim to guide and support families as sensitively as we can. Opportunities are provided to discuss concerns informally with the class teacher and SENDCO.

Parents have been provided with SEND leaflets, JAM card information, New Parent carer forum information as well as information about children struggling with anxiety.

In the event of parents requiring translation, these services can be accessed. If parents prefer, telephone calls can be offered to explain letters home.

The Local Governing Committee

The SEND governor works alongside the SENDCO and teachers to support SEND practice within school. Governors are well informed and our current acting SEND Governor is a retired Head Teacher of a large Primary school and has a wealth of experience in supporting SEND in school. Governors have attended the NCC Directors briefing on SEND as CPD and continue to keep up to date with SEND issues, policies and updates. Governors' provide guidance as well as support to teachers when supporting children with SEND. See Support Services and their contacts for information about services the Governing Body refer to.

Transition

All children on the SEND register have an individual Pupil Passport outlining strengths, needs, targets and interventions. This Passport can be used to ease transition for children with SEND when moving class or school.

The school identifies children who need extra support moving to Middle School and in consultation with parents, provision is made.

Tailored support is offered to a child and their family if their needs require them to move to a Special School.

The school works closely with both Middle Schools and the Special School in the partnership and tailored transition arrangements are put in place to support all children. Extra provision is provided for children who need more support, which may include extra adaptation days.

The Early Years team have good links with Early Years teachers in the Partnership. All teachers will meet before a new academic year to discuss SEN needs and information about the child passed on. Transition days are held to support children moving into a new class.

Local Offer

Please visit the NCC Website for the Local Offer:

<https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25years.aspx>

ACCESSIBILITY

Wheelchair accessibility

Main school, including classrooms and school hall is on ground level and wheelchair accessible via a ramp to the main entrance.

Other adaptations

Handrails to the steps of the main children's entrance.

Disabled toilet is available on the ground floor.

Changing equipment is available in the Disabled toilet & in the Early Years Unit.

Disabled parking available in the car park.

All classrooms on ground floor.

School gates locked between 9:15am and 2:45pm to ensure no one can access the school site except the main school office.

Internally there are security doors to ensure no one can access the main

	<p>school building without a security key fob.</p> <p>The doors into EYFS have high locks so pupils cannot reach them.</p> <p>The school site was made secure with the correct height fencing (summer 2022)</p>
	<p>Accessibility policy available on school website.</p>
<p><u>Support Services used in school</u></p>	<p><u>Contact</u></p>
<p><u>Sensory Support Team</u>- Support for children with a hearing, visual or multi sensory impairment and their families</p>	<p>sensorysupport@northumberland.gov.uk</p> <p>01670 624854</p>
<p><u>Psychological Services</u></p> <p>Psychological Support for children and young people</p>	<p>psychservices@northumberland.gov.uk</p> <p>01670 624813</p>
<p><u>Behaviour Support</u></p> <p>School Support for pupils with social, emotional and behaviour needs that are impacting on learning.</p>	<p>asd.behaviourservices@northumberland.gov.uk</p> <p>01670 624802</p>
<p><u>Speech, Language & Communciation</u></p> <p>School Support for pupils with speech and language needs that are impacting on learning</p>	<p>sendcommunicationservice@northumberland.gov.uk</p> <p>01670 624807</p>
<p><u>Portage</u></p> <p>Children to 0 to 5 with a diagnosed medical condition and significant delay in two areas of development</p>	<p>portage@northumberland.gov.uk</p> <p>01670 624716</p>
<p><u>Literacy Support Service (Dyslexia)</u></p> <p>School support for pupils with literacy needs that are impacting on learning</p>	<p>sendcommunicationservice@northumberland.gov.uk</p> <p>01670 624807</p>

	<p><u>Autism Support</u></p> <p>School Support for pupils with social communication/ASD needs that are impacting on Learning</p>	<p>asd.behaviourservices@northumberland.gov.uk</p> <p>01670 624802</p>
	<p><u>English as and Additional Language (EAL)</u></p> <p>School Support for pupils with EAL needs that are impacting on learning</p>	<p>sendcommunicationservice@northumberland.gov.uk</p> <p>01670 624807</p>
	<p><u>Early Years Team</u></p> <p>Offer advice and support to early years providers on meeting the needs of pre-school children with special educational needs and disabilities</p>	<p>Katie.Watson@northumberland.gov.uk</p> <p>01670 623594</p>
	<p><u>Breakfast and After School clubs</u></p> <p>Breakfast club available from 8:15am (currently at a cost of £1 including breakfast/50p for pupil premium children)</p> <p>After-school provision from 3.15pm to 5.15pm - £3 per hour</p> <p>Our range of after school clubs are delivered by members of staff, who know the children and can endeavour to accommodate their specific needs. Clubs available to <i>all</i> children include:</p> <p>Various sports, film, scrabble, gardening, lego etc. Sporting coaches also offer specific sports training during the year including Zumba, Football, gymnastics, cricket, rugby, dance and cricket.</p>	
COMPLETED BY: (Name and position)	<p>Katie Dyer - SENDCO</p> <p>Barbara Simpson - SEND Governor (acting)</p> <p>Clare McGregor - Headteacher</p>	
DATE COMPLETED:	<p>Nov 2024</p> <p>Updated 14/2/2025 - to reflect SEND governor change</p>	
REVIEW DUE:	<p>September 2025 (<i>with commencement of primary status</i>)</p>	