



Special Educational Needs Information

2021-2022

St Cuthbert's RC Primary School is a fully inclusive school. We ensure that all pupils are supported to reach their potential personally, socially, emotionally and academically regardless of their gender, ethnicity, social background, religion, physical ability or educational needs. We recognise and value the need for a full range of educational and pastoral support. In addition to a SENCO (Special Educational Needs Co-ordinator) we also work very closely with various professionals from a wide range of outside agencies. This document is intended to provide parents, carers and families with information regarding the ways in which we support all of our pupils, particularly pupils identified with a special educational need or disability. Our practice is continuously monitored and modified to meet the changing requirements of individual pupils' needs. St Cuthbert's RC Primary School operates its SEN provision in line with Newcastle Local Authority's SEN and disabilities policies and procedures. To access more information in relation to this view the Newcastle Local Offer. A link to this is on our school website.

<https://www.newcastlesupportdirectory.org.uk/kb5/newcastle/fsd/localoffer.page?localofferchannel=0>

Parents can also contact their local Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service (formally known as Parent Partnership Service) for impartial information, advice and support in relation to their child's SEN and/or disability.

The Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service officer can be contacted on 0191 284 0480 or by email:

sendiassadmin@newcastle.gov.uk.

For all children at St Cuthbert's RC Primary School with an additional need:

- We use child friendly individual education plans (IEPs) which clearly state the child's area(s) of need, their targets and the provision and resources to be implemented to support them in meeting the targets set for them.
- We involve the child, parents or carers and key staff members in the writing, implementing and reviewing of individual education plans.

- We deliver high quality teaching, differentiating the curriculum and our resources to meet the needs of individual children and to promote pupil progress.
- We seek support and advice from a range of outside agencies to ensure barriers to success are fully identified and responded to.
- We operate a graduated response based upon need; assess, plan, do, review
- We ensure that there is access to teaching and learning for pupils with SEN which is monitored through the school's self-evaluation process. Lessons are as inclusive as possible with adjustments made depending on need.
- Teaching resources are routinely evaluated to ensure they are accessible to all pupils.
- All school-related activities are evaluated in terms of their positive impact on the learning success and inclusion of pupils with SEN.
- We ensure that our school activities and trips, as far as possible, are accessible to all our SEN children.
- Support staff are placed where they are needed throughout the school to ensure pupil progress, independence and value for money.
- All staff have completed and continued to receive, on-going training in relation to meeting pupils' needs in the classroom.
- We have a SENCO who can provide advice and guidance to staff.
- Support is offered to families and they are signposted to services and organisations which may offer appropriate support or advice via the Newcastle Local Offer.
- We offer support to all pupils and parents during periods of transition; Early Years to Key Stage 1, Year 6 to Secondary School
- We liaise closely with secondary schools at transition times to ensure that SEN pupil information is clearly communicated and recommendations are heard so that the move to secondary school is as smooth as possible.
- We work in partnership with parents and carers to meet the needs of individual pupils.
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For pupils with a higher level of need or a statement of SEN or an Education Health and Care Plan (EHCP)

- Detailed planning and monitoring of progress
- Individualised programmes of work across several areas
- Annual reviews of a statements of SEN or a EHCP with recommendations submitted to the local authority
- Multi-agency planning and assessment of targets at interim reviews

Types of SEN for which provision is made at St Cuthbert's RC Primary School	Support/Provision made at St Cuthbert's RC Primary School.
<p>Communication and Interaction</p> <p>This may include;</p> <ul style="list-style-type: none"> • Autistic Spectrum Disorders (ASD) • Speech, Language and Communication Needs (SLCN) 	<ul style="list-style-type: none"> • Visual timetables to help support pupils know what will happen and when. • Support during times of stress or anxiety. Social skills support through small group intervention eg., social stories • Use of ICT where possible to reduce barriers to learning • Support or supervision at unstructured times of the day eg break time and lunchtime where appropriate • Rewards of golden time/peer interaction for individual pupils • Resources to support pupils with speech and language difficulties eg. word banks, visual prompts • Opportunity to communicate in various ways eg. communication books, Makaton • Small group or one-to-one support for developing pupils speech, language and communication following programmes of work provided by outside specialists such as speech and language therapists • Resources to reduce anxiety and promote emotional wellbeing eg. fiddle toy, stress ball • Use of individualised reward systems to promote learning and enhance self-esteem
<p>Social, Emotional and Mental Health Difficulties</p> <p>This may include;</p> <ul style="list-style-type: none"> • Social difficulties • Mental health conditions • Emotional difficulties 	<ul style="list-style-type: none"> • Clear sanctions and rewards are followed to offer pupils structure and routines (See Behaviour Policy) • Risk assessments are carried out to ensure the safety and inclusion of all pupils in all activities • Referrals are made to specialists outside of the school where appropriate (Educational Psychology Service, CYPS, SENTASS) • Small group or one-to-one targeted programmes are delivered to pupils to improve social skills and emotional resilience • Opportunities to attend residential trips in Year 6, which help to develop social, emotional and behavioural resilience, promoting independence • One-to-one nurture sessions for vulnerable pupils (if appropriate) • Short term support for pupils with a specific emotional need (separation or bereavement)
<p>Cognition and Learning Needs</p>	<ul style="list-style-type: none"> • Strategies to promote and develop literacy and mathematical skills with increasing independence

<p>This may include;</p> <ul style="list-style-type: none"> • Learning Difficulties (Moderate - MLD) • Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia) 	<ul style="list-style-type: none"> • Targeted small group support in class from the class teacher and teaching assistant • Small group or one-to-one intervention programmes are delivered to improve skills in reading, writing and maths eg. Rapid Reading, Rapid Writing, Assertive Mentoring , Read Write Inc • Small group daily phonics teaching for pupils at their level of phonic acquisition • Differentiated phonics teaching or repetition of key learning at the phase of that individual pupils are working within. • Use of ICT where possible to reduce barriers to learning eg. Lexia Reading • Use of support materials and resources such as Numicon • Provision of table top resources to promote independence and ensure that learning is multi-sensory and practical • Strategies and resources to support dyslexic pupils eg. coloured overlays for reading, word banks to support spelling of key words • Additional processing/thinking time for responding to questions, completing tasks, sharing ideas • Multi-agency involvement with the family as required
<p>Sensory and/or Physical Needs</p> <p>This may include:</p> <ul style="list-style-type: none"> • Hearing impairment (HI) • Visual impairment (VI) • Multi-sensory impairment • Physical Disabilities • Medical Need 	<ul style="list-style-type: none"> • Staff work with specialists to seek advice and guidance on meeting the needs of individual pupils • Staff work with specialists from outside the school during relevant training and professional development to support children with significant medical needs • Strategies and programmes of work from the Occupational Therapy Service are followed for children with physical difficulties to support the development of gross and fine motor skills in the classroom and around school • Physical aids or resources where necessary or where advised by specialists eg. posture cushion, pencil grips, spring scissors, therapy putty • We provide support with personal and intimate care if and when needed • We make every effort to be as accessible as possible, for example, disabled toilet facilities, accessible ramp if required. (See Accessibility Plan) • Our staff understand and apply the medicine administration policy. Designated first aid trained staff are assigned to break, lunchtimes, trips or visits, etc. (See Administering Medicines Policy) • Additional handwriting support through targeted intervention programmes eg. Write from the Start and the Nelson Thornes Writing Scheme.

	<ul style="list-style-type: none"> • One-to-one support for gross and fine motor skills in the classroom as and when required • Movement breaks for pupils with motor coordination difficulties as and when required • Alternative ways of recording ideas/writing/investigations
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If you have any concerns about your child's SEN, progress or provision we would urge you to arrange to discuss the matters further with your child's class teacher or the school's SENCO. Although we would always hope to resolve any issues or concerns informally by working in partnership with parents and carers, school complaints procedures are in place. (See School Complaints Procedure)

Our School SENCO is Mrs Walsh

Our School Governor responsible for SEN is Mrs Hethrington

Other useful information/contacts

North East Special Needs Network

4 Glendale Terrace,
Byker,
Newcastle upon Tyne,
NE6 1PB

Phone: **0191 281 8737**

Email: **info@skillsforpeople.org.uk**