



**St Cuthbert's Catholic Primary School**

**Annual  
Special Educational Needs and  
Disabilities (SEND)  
Report  
2021 - 2022**

**Evaluating the effectiveness of St. Cuthbert's Primary School's  
provision for pupils with SEND.**

God made us all unique  
To learn, live and grow  
To show care, concern and friendship  
To be the best we can  
Showing Christ's love in all we do.

## **St. Cuthbert's' Catholic primary School**

### **Annual SEND Report 2021-2022**

**St Cuthbert's is a very happy and welcoming place, where the needs of all of our children are central to our educational philosophy. We aim to provide an environment where all pupils feel safe and can flourish by responding to individuals in ways which take into account their varied life experiences and particular needs.**

**As a Catholic school, we aim to develop the social, cultural, intellectual, aesthetic, physical, moral and spiritual attributes of each and every child in our care. St. Cuthbert's is committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood. The pursuit of excellence is at the heart of our Catholic school and forms an integral part of the education we offer which enables all pupils to develop their talents to their full potential as a unique person made in God's image.**

*'Staff in the school know the pupils very well. They expertly develop pupils' academic skills and value equally the importance of nurturing pupils' curiosity and wider interests.'*

*'There is a strong emphasis on staff development in the school. Leaders, including governors, understand the need to constantly strive for improvement. They actively explore new opportunities within school and beyond to help staff acquire new skills or gain experience in unfamiliar roles.'*

*'Leaders, governors and staff have a clearer understanding of the pupils who are doing well and those who need further support. You have introduced systems that swiftly identify underachievement and allow teachers to plan suitable interventions. Consequently, when a pupil does not attain well or make the progress you expect, they receive additional advice or guidance. This is helping pupils to improve their knowledge, understanding and skills over time.'*

*'Leaders, including governors, create and review plans to spend additional funding to support disadvantaged pupils in a timely manner. These include a wide range of appropriate strategies to support disadvantaged pupils that lead to these pupils making above average progress in writing and mathematics.'*

**Ofsted 2018**

**This report reflects how St. Cuthbert's Catholic Primary School has used SEN funding to meet pupils' needs.**

**Context 2021-2022:**

- St. Cuthbert's Catholic Primary School caters for pupils aged 3-11 years old
- There are 239 pupils on roll
- 41 pupils (17.15%) at St. Cuthbert's Catholic Primary school are identified as SEND

Key Stage	SEN Support	EHC Plan	Total
EYFS	2	1	3
Key Stage 1	10	2	12
Key Stage 2	24	2	26
<b>Total</b>	<b>36</b>	<b>5</b>	<b>41</b>

Primary Type of SEND Need	Number of Pupils	% of SEN Pupils	% of SEND Pupils on SEN Support	% of SEND Pupils on an EHC Plan
Physical Disability (PD)	1	2.43% (National: 2.9%)	2.77% (1) (National: 2.3%)	0% (0) (National: 4.9%)
Speech, Language and Communication (SLCN)	7	17.07% (National: 21.9%)	19.44% (7) (National: 23.7%)	0% (National: 15.5%)
Autistic Spectrum Disorder (ASD)	4	9.75% (National: 11.8%)	2.77% (1) (National: 6.8%)	7.3% (3) (National: 30.1%)
Moderate Learning Difficulties (MLD)	13	31.70% (National: 18.9%)	36.11% (13) (National: 21.2%)	0% (National: 10.7%)
Severe Learning Difficulties (SLD)	2	4.87% (National: 2.6%)	0% (0) (National: 0.3%)	4.87% (2) (National: 11.1%)
Specific Learning Difficulties (SPLD)	4	9.75% (National: 12.2%)	11.11% (4) (National: 14.6%)	0% (National: 3.6%)
Social, Emotional and Mental Health (SEMH)	10	24.39% (National: 18.3%)	27.77% (10) (National: 19.4%)	0% (0) (National: 14.2%)

<b>Number on roll</b>	239
<b>% of pupils with SEND:</b>	17.15% (National: 14.9%)
<b>% of pupils with SEN support:</b>	15.06% (National: 13.0%)
<b>% Boys on SEN support:</b>	15.78% (18) (National: 15%)
<b>% Girls on SEN support:</b>	14.40% (18) (National: 8%)
<b>% of pupils with an EHC plan:</b>	2.10% (5) (National: 2.3%)
<b>% Boys with an EHC plan:</b>	4.38% (5) (National: 4.4%)
<b>% Girls with an EHC Plan:</b>	0% (0) (National: 1.7%)

<b>Pupils on SEND Register:</b>	41
<b>% Pupil Premium:</b>	31.70% (13) (National: 28%)
<b>% EAL</b>	9.70% (4) (National 15%)
<b>% Girls:</b>	43.90% (18)
<b>% Boys:</b>	56.09% (23)

### **Primary Needs:**

- Moderate Learning Difficulties (MLD) is the highest primary need at St. Cuthbert's (31.70%). Any children working below age related expectations that Teachers have concerns about complete a General Screen in school. This General Screen provides a comprehensive profile, helps to determine whether pupils may have MLD and where their particular difficulties may lie. Appropriate additional and different provision can then be put in place and/or expert support can be sought from external agencies. School provides TA support in Maths, English and other curriculum subjects and small group support and interventions tailored to individual needs and based on advice from external agencies where applicable.
- Social, Emotional and Mental Health (SEMH) is the next highest primary need at St. Cuthbert's (24.39%). Supporting pupils with Social, Emotional and Mental Health needs is a high priority at St. Cuthbert's. We aim to identify and support pupils and families requiring additional support early and seek further support from a range of external agencies. This support is tailored to individual needs and often based on recommendations from external agencies such as counselling, Educational Psychology and CYPS.

- 17.07% of pupils with SEND have Speech, Language and Communication (SLCN) difficulties. We make many referrals to Speech and Language Therapy, particularly in Early Years and Key Stage 1, and Staff work closely with Speech and Language therapists in order to work towards individual targets through specialist interventions. Many children with SLCN difficulties make good progress in EYFS and KS1 and are removed from SEN support in KS2.
- 9.75% of pupils with SEND have Autistic Spectrum Disorder (ASD). School provides TA support in lessons, as well as small group support and interventions tailored to individual needs. Strategies to support pupils with ASD, such as visual timetables and PECs are embedded within the classroom environment. Staff are also trained in delivering specialist interventions for children with autism such as Box Time and Talk Boost. We base this support on recommendations from external agencies such as the EEAST and Speech and Language Therapy.
- 9.75% of pupils with SEND have Specific Learning Difficulties (Dyslexia). We administer dyslexia assessments in school in order to determine whether further investigation and intervention is required. Appropriate and different provision is put in place and we also seek further support from external agencies such as SENTASS as required.

### **School Data – 2021-2022:**

As announced by the Government, school performance data based on tests, assessments or exams for the 2021 to 2022 academic year should not be published. This is in recognition of the challenges posed by the pandemic.

### **Next Steps:**

- Continue to prioritise mental health and wellbeing to support the Social, Emotional and Mental Health Needs of all pupils.
- Ensure all children are accessing a rich, broad and balanced curriculum and that learning outcomes are strong in all areas ensuring children are ready at all phases for the next stage of their development.
- Continue to provide targeted support (T/TA) in lessons and small group intervention work in Phonics, Reading, Writing and Maths.
- Continue to carry out general screens on those pupils under-achieving and, if appropriate, refer to external agencies (e.g. SEND Outreach, Educational Psychology Service).
- Continue to provide additional and different provision to support pupils with SEND and ensure that they make progress

## Attendance Information for Pupils with SEND 2021 - 2022:

	SEND SUPPORT	SEND EHCP	NON SEND
Nursery	<b>0.0%</b>	<b>87.8%</b>	<b>89.5%</b>
Reception	<b>98.3%</b>	<b>0.0%</b>	<b>92.1%</b>
KS1	<b>89.8%</b>	<b>89.0%</b>	<b>92.9%</b>
LKS2	<b>88.5%</b>	<b>92.1%</b>	<b>94.2%</b>
UKS2	<b>89.4%</b>	<b>94.0%</b>	<b>96.2%</b>
All Years	<b>91.5%</b>	<b>90.7%</b>	<b>93.0%</b>

### **Next Steps:**

- Continue to monitor absence, including those due to COVID-19, through daily phone calls, text messages, parent meetings, absence letters and attendance contracts.
- Early identification of those pupils at risk of long term emotionally based school refusal and onward referral for specialist advice and support.
- Continue to refer families for additional support from outside agencies (CYPS, Educational Psychology, SENDIASS) where needed.
- SENCO and school staff to continue to work together with external agencies such as CYPS, School Health and medical professionals wherever necessary.

### **Exclusions:**

There have been no exclusions for any pupils (SEND or non-SEND) in the academic year 2021-2022.

### **Outcome of Interventions:**

The impact of interventions is reviewed termly and shared with parents at review meetings/parent's evenings.

### **Next steps:**

- Interventions will continue to be monitored termly to ensure they support children in achieving their targets.
- Continue to schedule time each term for the SENCO, class teachers and teaching assistants to discuss the needs and progress of the children with SEND in order to effectively plan support and interventions.

- Continue detailed tracking to identify pupils for relevant interventions and to monitor progress of SEND pupils.

### **Working with outside agencies:**

In the academic year 2021-2022, the staff of St. Cuthbert's worked closely with a number of professionals. This included; Speech and Language therapy, CYPS, Educational Psychology, EEAST and SENTASS. This provided staff with the knowledge and strategies to support pupils and ensured that the needs of children with SEND were successfully met. The SENCO attended half-termly meetings with the School Improvement Service (SIS) Team. These meetings enabled the SENCO to keep up to date with key SEN developments in the Local Authority and nationally and to ensure inclusive provision by developing excellent established practise.

### **Next Steps:**

- On-going continuing professional development (CPD) in relation to the needs of the pupils for all staff. Continue to call on specialist training, advice and support from external agencies to ensure that staff feel confident in their knowledge and implementation of strategies to support pupils with additional needs.
- Access external support and specialist advice using the SEND Outreach Service through the SEN Advice and Support Allocation Panel.
- Work closely with specialist staff from Hadrian school to provide specialist support for pupils with Severe Learning Difficulties (SLD).
- SEND budget will be used to continue to purchase specialist professional services from the Local Authority and privately:
  - Newcastle School Improvement Service
  - School Educational Psychologist

**Other services will be purchased as needs are identified.**

### **Pupils Views:**

The views of all pupils are valued. Pupils with SEN are supported to be involved in decision making and to be able to express any concerns. All pupils are aware of their individual targets and their views are included in their Person-Centred Plans which are reviewed and updated on a termly basis.

### **Parent/ Carer Views Next Steps:**

Complete parent/carers view survey for pupils with SEND.

## **The Local Offer for children with Special Educational Needs and/or Disabilities**

Newcastle City Council has a 'local offer' of information and guidance for pupils with SEN or disabilities, their families and those who support them. This sets out the services and provision available in Newcastle and the surrounding area for children and young people from 0 to 25 years of age who have Special Educational Needs and/or Disabilities (SEND).

More information on the Local Offer can be found at: Newcastle Support Directory ([www.newcastlesupportdirectory.org.uk](http://www.newcastlesupportdirectory.org.uk))

Please follow this link if you would like more information about the [Newcastle Local Offer](#).

If you would like further information please contact our SENCO, Lindsey Roberts, on 0191 2860129.

**Review date:** September 2023