



Annual Special Educational Needs and Disabilities (SEND) Report 2022 - 2023

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

St Cuthbert's Mission Statement

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.

Date of report	September 2023
Date of last review	September 2023
Reviewed by	Local Governing Committee
Date of next report	September 2024

St. Cuthbert's' Catholic primary School

Annual SEND Report 2022-2023

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 2022-2023:

- St. Cuthbert's Catholic Primary School caters for pupils aged 3-11 years old
- There are 228 pupils on roll
- 45 pupils (19.3%) at St. Cuthbert's Catholic Primary school are identified as SEND

Key Stage	SEN Support	EHC Plan	Total
EYFS	5	2	7
Key Stage 1	11	1	12
Key Stage 2	23	3	26
Total	39	6	45

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	2.2% (National: 2.6%)	2.2% (1) (National: 2.3%)	0% (0) (National: 4.2%)
Speech, Language and Communication (SLCN)	11	24.4% (National: 33.7%)	24.4% (11) (National: 25.1%)	0% (National: 17.4%)
Autistic Spectrum Disorder (ASD)	5	11.1% (National: 9.8%)	0% (0) (National: 7.6%)	11.1% (5) (National: 31.3%)
Cognition and Learning Difficulties (CLD)	10	22.2% (National: 16.9%)	22.2% (10) (National: 18.9%)	0% (National: 9.7%)
Severe Learning Difficulties (SLD)	1	2.2% (National: 0.5%)	0% (0) (National: 0.2%)	2.2% (1) (National: 9.5%)
Specific Learning Difficulties (SPLD)	5	11.1% (National: 9.1%)	11.1% (5) (National: 14.4%)	0% (National: 3.9%)
Social, Emotional and Mental Health (SEMH)	13	28.9% (National: 16.8%)	28.9% (13) (National: 20.0%)	0% (0) (National: 15.0%)

Number on roll	228
% of pupils with SEND:	19.3% (National: 16%)
% of pupils with SEN support:	17.1% (National: 13.5%)
% Boys on SEN support:	22.6% (24) (National: 15%)
% Girls on SEN support:	13.1% (16) (National: 8%)
% of pupils with an EHC plan:	2.10% (5) (National: 2.3%)
% Boys with an EHC plan:	4.38% (5) (National: 4.4%)
% Girls with an EHC Plan:	0% (0) (National: 1.7%)

Pupils on SEND Register:	45
% Pupil Premium:	35.6% (16) (National: 28%)
% EAL	22.2% (10) (National 15%)
% Girls:	36.36% (16) (National 48.9%)
% Boys:	63.64% (29) (National 51.1%)

Attendance 2022-2023

	SEND SUPPORT	SEND EHCP	NON SEND
Nursery	n/a	n/a	n/a
Reception	91.9%	95.1%	93.6%
KS1	93.95%	99.5%	95.25%
LKS2	90.15%	95.35%	94.65%
UKS2	94.7%	96.3%	96.3%
All Years	92.4%	96.1%	95.2%

Exclusions:

There have been no exclusions for any pupils (SEND or non-SEND) in the academic year 2022-2023.

Next Steps:

- Continue to monitor absence 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 through Early Help and from outside agencies (CYPS, Educational Psychology, SENDOS) where needed.
- SENCO and school staff to continue to work together with external agencies such as CYPS, School Health and medical professionals wherever necessary.

School Data – 2021-2022:

Data – EYFS and KS1:

The following data highlights the percentage of pupils meeting Age Related Expectations in Attainment at the end of each year in EYFS and KS1.

Attainment

% of children meeting age related expectations

	Nursery (0)		Reception (5)		Year 1 (5)		Year 2 (6)	
	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND
Reading	n/a	n/a	0	80	40	96	17	75
Writing	n/a	n/a	0	84	40	96	17	75
GPS					40	96	17	71
Maths	n/a	n/a	0	84	40	88	17	79

The following data highlights the percentage of pupils making expected or greater than expected progress in each year in EYFS and KS1.

Progress

% of children meeting expected or greater than expected progress

	Nursery 0)		Reception (5)		Year 1 (5)		Year 2 (6)	
	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND
Reading	n/a	n/a	100	100	100	100	83	75
Writing	n/a	n/a	100	100	100	100	67	83
GPS					100	100	50	88
Maths	n/a	n/a	100	81	100	100	83	75

Not assessed

Children Passing Year 1 Phonics Screen:

40% SEND : 96% Non SEND

Children meeting Early learning Goals in EYFS:

0% SEND : 80% Non SEND

Data – KS2:

The following data highlights the percentage of pupils meeting Age Related Expectations in Attainment at the end of each year in KS2.

Attainment

% of children meeting age related expectations

	Year 3 (7)		Year 4 (9)		Year 5 (4)		Year 6 (6)	
	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND
Reading	0	71	33	76	25	88	17	88
Writing	0	62	22	67	25	88	17	88
GPS	0	57	33	86	25	80	17	88
Maths	14	67	33	81	25	80	33	88

The following data highlights the percentage of pupils making expected or greater than expected progress in each year in KS2.

Progress

% of children meeting expected or greater than expected progress

	Year 3 (3)		Year 4 (9)		Year 5 (4)		Year 6 (6)	
	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND
Reading	100	86	56	81	100	92	83	83
Writing	100	62	56	81	100	88	100	100
GPS	100	52	67	95	75	76	100	96
Maths	100	71	56	86	75	76	100	92

Next Steps:

- 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

Year 6 Transition

Children with SEND transitioned to four different mainstream secondary schools.

Transition support included;

- Conversations with SENCo from each school to discuss children on SEND register.
- Conversations alongside our Year six team with other relevant secondary staff (e.g: pastoral leads, heads of year) to discuss vulnerable children
- Conversations with parents and SENCo of the new school to discuss transition and support needs
- Extra transition visits with staff or parents/families
- Transition Pupil Passport completed with Specialist Teacher Communication and Interaction, SENDOS

Provision:

All children across school access Wave 1 provision as part of inclusive quality first teaching; making adjustments to everyday classroom practise to ensure all children are able to access all lessons.

Communication & Interaction

Modelling of skills
Clarify, display and refer back to new/difficult vocabulary
Pupil's name and eye contact established before giving instructions
Clear and simple instructions, breaking down longer instructions and giving one at a time
Check for understanding
Time given for processing and responding
Repetition and reinforcement of skills including worked examples
Differentiated questioning / modelling/ explaining
Increased visual aids e.g. Visual timetables, visual cues and prompts
Support for key words / subject specific vocab
Learning through talk and discussion
Key vocabulary displayed/available
Language of choice
Expectations made explicit
Preparation for change (including of activity or lesson)

Cognition & Learning

High levels of challenge and expectation
Differentiated curriculum planning and engaging activities
Modelling of skills
Clarify, display and refer back to new/difficult vocabulary
Pre-teaching key concepts
Clear and simple instructions, breaking down longer instructions and giving one at a time
Check for understanding
Visual prompts and cues
Time given for processing and responding
Repetition and reinforcement of skills including worked examples
Formative assessment / effective feedback
Differentiated questioning / modelling/ explaining
Increased visual aids e.g. Visual timetables, visual cues and prompts
Use of writing frames
1:1 and group reading
Guided writing
Record ideas in different ways (speak/scribe)
Use of support materials and resources e.g. Numicon.
Provision of table top resources to promote independence and ensure that learning is multi-sensory and practical.

Sensory & Physical

Flexible teaching arrangements
Staff aware of implications of physical impairment
Increased visual aids e.g. Visual timetables, visual cues and prompts
Motor skills development in EY
Improved accessibility of building
Check for understanding
Time given for processing
Regular opportunity for movement / movement breaks

Social, Emotional & Mental Health

Clear whole school behaviour for learning policy
Whole school reward and sanctions systems
PSHE focused work
Formative assessment / effective feedback
Development of metacognitive skills
Flexible and creative use of rewards and consequences e.g. 'catch them being good'
Praise effort as well as outcome
Identify and build on preferred learning styles
Positive language to re-direct, reinforce expectations e.g. use of others as role models
Specific feedback
Consistency Preparation for change (including of staffing)

Children who have additional needs access a wide range of Wave 2 interventions (small group provision to enable children to work at Age Related Expectations or above). A small number of children access Wave 3 (highly personalised) interventions.

2022-2023 Interventions	
Social, Emotional and Mental Health	1:1 Counselling sessions (Kalmer Counselling) Nurture sessions – Wellbeing Centre PSED – Enchanted Forest Lego Therapy 1:1 Three Houses
Cognition and Learning	Additional Phonics (Y1 – Y3) Colourful Semantics Learning to Sequence / Sequencing without Words / Logical Sequencing Additional Maths Skills Visual Sequential Memory Auditory Memory
Speech, Language and Communication	1:1 Speech and Language Talk Boost Box Time CAL – Enchanted Forest Socially Speaking Lego Therapy
Physical Difficulties	Write from the Start / Write Start 'Speed Up' handwriting programme 1:1 OT sessions Motor Skills – Enchanted Forest

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

Next steps:

- 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 2022-2023, St. Cuthbert's had SLAs with the following:

- Newcastle School Effectiveness SEND Team, who offer support to SENCOs to keep them up to date with key SEND developments in the Local Authority and nationally and to ensure inclusive provision by developing excellent established practise.
- An independent Educational Psychologist, Becky Glover.

The staff of St. Cuthbert's also worked closely with:

- Bishop Bewick Catholic Education Trust SENCOs – half-termly network meetings and CPD.
- Special Educational Needs and Disabilities Outreach Service (SENDOS) who provide support for Specific Learning Difficulties (Dyslexia and Dyscalculia), Speech and Language, Communication and Interaction, Cognition and Learning and Social, Emotional and Mental Health.
- Speech and Language therapy (SALT)
- Children and Young People's Services (CYPS)
- School Health
- Children in Care Team / Virtual School

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.
- 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 are their views are included in their Person-Centred Plans which are reviewed and updated on a termly basis.

SEND pupil voice is also gathered through subject-specific pupil conferencing when half-termly work scrutinies take place.

Parent/ Carer Views Next Steps:

Create a questionnaire in order to gather the views of parents/carers of children on the SEND register.

Key areas for development and progress for SEND:

- Continue to prioritise mental health and wellbeing to support the Social, Emotional and Mental Health Needs of all pupils.
- Ensure that all teachers feel confident to deliver high quality teaching in the classroom to enable all children with SEND to access the curriculum
- Ensure all subject leaders are able to explain how children with SEND are able to access and make progress within their subject area.
- Develop year group intervention maps to track and monitor the impact of provision, leading to a strong, systematic approach to the way learning is planned.
- Work with AH to streamline SEMH support through the Wellbeing Centre and Enchanted Forest.

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)

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.