

# **Annual SEND Report**

## **2018-2019**

**St Cuthbert's Catholic Primary  
School**



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

## **St. Cuthbert's Catholic Primary School Annual SEND Report 2018-2019**

St Cuthbert's Catholic Primary School 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.**

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:**

- St. Cuthbert's Catholic Primary School caters for pupils aged 3-11 years old
- There are 233 pupils on roll
- 36 pupils (15.5%) at St. Cuthbert's Catholic Primary school are identified as SEND

Key Stage	SEN Support	EHC Plan	Total
EYFS	1	4	5
Key Stage 1	3	2	5
Key Stage 2	26	0	26
			<b>36</b>

**SEND Needs for 36 children**

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)	2	6% (National: 3%)	3% (1) (National: 2.4%)	3% (1) (National: 5.2%)
Speech, Language and Communication (SLCN)	6	17% (National: 22%)	17% (6) (National: 23.4%)	0% (National: 15%)
Autistic Spectrum Disorder (ASD)	4	11% (National: 11%)	3% (1) (National: 6.2%)	8.3% (3) (National: 29%)
Moderate Learning Difficulties (MLD)	6	17% (National: 20%)	17% (6) (National: 22.8%)	0% (National: 11.5%)
Severe Learning Difficulties (SLD)	1	3% (National: 3%)	0% (0) (National: 0.3%)	3% (1) (National: 11.9%)
Specific Learning Difficulties (SPLD)	8	22% (National: 13%)	22% (8) (National: 14.9%)	0% (National: 3.6%)
Social, Emotional and Mental Health (SEMH)	9	25% (National: 17%)	22% (8) (National: 18.1%)	3% (1) (National: 13.3%)

**Number on roll:** **233**  
 % of pupils with SEND: 15.5% (National: 15.5%)  
 % of pupils with SEN support: 12.9% (National: 11.9%)  
     % Boys on SEN support: 14.7% (16) (National: 15%)  
     % Girls on SEN support: 11.3% (14) (National: 8%)  
 % of pupils with an EHC plan: 1.25% (National: 3.1%)  
     % Boys with an EHC plan: 5.5% (6) (National: 4.4%)  
     % Girls with an EHC Plan: 0% (0) (National: 1.7%)

**Pupils on SEND Register:** **36**  
 % Pupil Premium: 47% (17) (National: 28%)  
 % EAL: 8% (3) (National: 15%)  
 % Girls: 39% (14)  
 % Boys: 61% (22)

### **Primary Needs:**

- Social, Emotional and Mental Health is the highest primary need at St. Cuthbert's (25%). Support at St. Cuthbert's is tailored to individual needs and we base our support on recommendations from external agencies such as Educational Psychology and Counselling.
- 22% of pupils with SEND have Specific Learning Difficulties (Dyslexia) and 17% of pupils have Moderate Learning Difficulties. School provides TA support in Maths, English and other curriculum subjects and small group support and interventions tailored to individual needs. We base this support on recommendations from external agencies such as SENTASS.
- 17% of pupils with SEND have a primary need in the area of Speech, Language and Communication. Many children make good progress in EYFS and KS1 and are removed from SEN support in KS2.
- 11% of pupils with SEND have Autism. Support at St. Cuthbert's is tailored to individual needs and we base our support on recommendations from external agencies such as Educational Psychology and Speech and Language Therapy. School provides TA support in lessons, as well as small group support and interventions tailored to individual needs. Staff are trained in delivering specialist interventions such as Box Time and Talk Boost.
- 6% of pupils with SEND have Physical and Sensory Difficulties. Support in school is tailored to individual needs and based on recommendations from Occupational Health and the Local Authority.

### **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 (2)		Reception (3)		Year 1 (3)		Year 2 (3)	
	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND
<b>Reading</b>	0	65	0	85	33	81	0	85
<b>Writing</b>	0	62	0	81	33	74	0	88
<b>GPS</b>					33	74	0	88
<b>Maths</b>	0	81	0	93	33	81	0	88

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 (2)		Reception (3)		Year 1 (3)		Year 2 (3)	
	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND
Reading	0	88	100	100	33	81	0	84
Writing	50	92	100	100	33	74	0	89
GPS					33	74	0	89
Maths	0	92	100	100	33	81	0	88

**Not assessed****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 (5)		Year 4 (9)		Year 5 (5)		Year 6 (7)	
	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND
Reading	0	84	0	74	60	76	43	96
Writing	0	72	0	74	60	80	57	96
GPS	0	80	0	70	60	80	71	100
Maths	20	92	11	87	60	92	71	100

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 (5)		Year 4 (9)		Year 5 (5)		Year 6 (7)	
	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND
Reading	0	84	0	74	60	76	43	96
Writing	0	71	0	74	60	80	57	96
GPS	0	80	0	70	60	80	72	100
Maths	20	92	11	87	60	92	71	100

**Next Steps:**

- Continue to provide targeted support (T/TA) in lessons and small group intervention work in Phonics, English and Maths.
- Continue to carry out general screens on those pupils under-achieving and, if appropriate, refer to external agencies (e.g. SENTASS, Educational Psychology Service).
- Continue to provide targeted support and interventions to support pupils with SEND.

### **Attendance Information for Pupils with SEND:**

	<b>SEND pupils</b>	<b>Non-SEND Pupils</b>
<b>EYFS</b>	92.67%	93.72%
<b>KS1</b>	95.16%	96.72%
<b>LKS2</b>	93.82%	97.01%
<b>UKS2</b>	95.79%	96.96%
<b>All Years</b>	94.36%	96.10%

### **Next Steps:**

- Continue to monitor absence through daily phone calls, text messages, parent meetings, absence letters and attendance contracts.
- SENCO and school staff to continue to work together with external agencies such as CYPS, School Health, medical professionals.

### **Exclusions:**

There have been no exclusions for any pupils (SEND or non-SEND) in the academic year 2018-2019.

### **Engagement in Clubs:**

St. Cuthbert's Primary School offers a range of extra-curricular clubs across the school year. After school clubs are fully inclusive and open to all pupils in the school. In the school year 2018-2019, pupils with SEND attended the following after-school clubs:

- Archery
- Dance
- Futsal
- Curling
- Gymnastics
- Dodgeball
- Hockey
- Netball
- Performing Arts
- Running
- Drama
- Art/Crafts
- Cookie
- Lego
- Sign Language

### **Outcome of Interventions:**

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

### **Next steps:**

- Interventions will be continued 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.

### **Staff Training and Expertise**

<b>Member of Staff</b>	<b>Training</b>	<b>Date of Training</b>	<b>2018-2019 Impact of Training</b>
Mrs Roberts	Newcastle Catholic Cluster SENCO Meetings	September 2018 – July 2019	Sharing best practice. Monitoring and SEND assessments. Understanding of LA SEND framework of support and local offer. Keeping up to date with LA practice.
	EHC Plan Annual Review Training	March 2019	Knowledge about EHC Annual Review process and relevant paperwork.
Mrs Clarke	Early Help	September 2018	Knowledge of routes to access additional support and professionals to ensure good outcomes for children and families.
	Family Support Network	March 2019	
Mrs Marley	Positive Handling	October 2018	Knowledge and skills to safeguard staff and children by effectively managing disruptive, risky or extreme situations using appropriate positive handling strategies.
Mrs Renforth	Autism – EYFS Focus	October 2018	Understanding of ASD strategies to support children in Early Years with Autism.
Mrs Highton	EYFS and Mental Health	November 2018	Increased knowledge of strategies to support pupils with mental health and emotional difficulties.
	Exploring Emotional Health and Wellbeing in Primary School	February 2019	
	Child and Adolescent Mental Health Issues	April 2019	Understanding of routes to access additional support to ensure good outcomes for all children.
	Counselling Skills	July 2019	
Mrs Roberts & Mrs Highton	Anxiety in Children and Young People	December 2018	Understanding of how anxiety affects children and young people and strategies to help them manage anxiety.
Mrs Bullerwell	Supporting Challenging Learners	February 2019	Strategies to support challenging learners, behaviour management techniques and how

			mainstream schools and alternative provision can work more effectively together.
Whole School CPD	Positive Handling	October 2018	Knowledge of appropriate positive handling techniques.
	Drug Awareness	January 2019	Knowledge and necessary skills to identify and resolve Drugs Misuse.
	Mental Health and Wellbeing	January 2019	Increased knowledge of strategies to support pupils with mental health and emotional difficulties.
	Understanding Challenging Behaviour	March 2019	Behaviour management techniques and strategies to support challenging learners.

#### **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.
- Introduce termly staff meeting lead by SENCO to ensure Person Centred Plans are kept up to date and to offer specific SEND support to staff.
- SENCO to continue to attend half-termly meetings with the Newcastle School Effectiveness SEN team as part of the Newcastle Catholic Partnership of Primary SENCOs to ensure excellent practice is shared across the partnership to the advantage of the children with SEND.
- Mental Health and wellbeing is a key priority in school. St. Cuthbert's to take part in the NHS Trailblazer project next year - pupils across the school to have access to mental health professionals from CYPS to help them with specific issues.

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

In the academic year 2018-2019, the staff of St. Cuthbert's worked closely with a number of professionals. This included; Speech and Language therapists, SENTASS, CYPS, Occupational Therapy and the Educational Psychology Service. 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 other Newcastle Catholic Primary School SENCOs and the School Improvement Service (SIS) Team. These meetings enabled the SENCO to up to date with key SEN developments in the Local Authority and nationally and to work collaboratively to ensure inclusive provision by developing excellent established practise.



**Next Steps:**

SEND budget will be used to continue to purchase specialist professional services from the Local Authority:

- Educational Psychology Service
- SENTASS
- Newcastle School Improvement Service – Newcastle Catholic Primary Schools SESCO Cluster meetings.

Other services will be purchased as needs are identified.

**Pupil Views:**

The views of pupils with SEND were collected termly in reviews and through pupil conferencing in the Summer Term. 7 children with SEND from Reception to Year 6 took part in pupil conferencing;

**The school:**

All children spoke positively about the school. Many children were very positive about the equipment available in school and the outdoor areas – in particular the Science Lab and the new Forest School area. Responses also included friendships and the many exciting trips to different places that they are able to go on throughout the school year. Pupils also mentioned their teachers and one child commented on how all the teachers in school are nice and friendly (Year 5). Some of the children talked about learning new things every day at school and one boy said that his favourite thing about the school is the good education he is getting (Year 4).

**Lessons:**

A range of subjects were mentioned by the children when questioned about their favourite lesson. One child said that he enjoyed phonics and playing phonic games because it is fun (Reception). Science, English and Art were also mentioned as being enjoyable. One child chose Maths as his favourite subject because he feels challenged (Year 4) and one child enjoyed working in a small group doing Lego Therapy to help him learn how to listen and share (Year 1). Creative Curriculum was also mentioned as you are able to learn new facts about history and geography through English, Maths, Art and Design Technology (Year 3).

When asked what would make teaching better, most of the children said it was great as it is and they couldn't be made any better (Year 2). One child said he was looking forward to having lessons in the new Forest School area (Year 3) and enjoys it when lessons take place outside.

**How do teachers help you to learn?**

Children were positive about the ways in which teachers and Teaching Assistants (TAs) help them to learn. One child mentioned how he can ask for help whenever he needs it and his teachers are always ready to help him and show him what to do (Year 1). Many children talked about how the teachers particularly help with writing – one child talked about the teachers saying sentences out loud with him and helping to segment and blend to spell tricky words (Year 2). Children also said that teachers help them to learn by making learning fun (Year 5) and planning interesting lessons that are sometimes even outside (Year 4). Children talked about the teachers being encouraging (Year 6) and giving them prompts to help, such as a place value sheet in Maths (Year 5). A number of the children mentioned going out of the classroom to work in small groups with TAs on Maths, Phonics and spellings. This was described as very helpful by a child in Year 5 who explained that it helped her in her lessons back in the classroom.

Children talked about how the marking of their books helps them to understand 'how to do better next time' (Year 2) and to see 'where I have gone wrong' (Year 6). Children particularly talked about marking helping them to edit and improve their writing and make a piece of work better. One child mentioned acting 'like he was the teacher' by using a 'teacher pen' to mark his own work and make it better!

### **Behaviour:**

All children said that behaviour in lessons and at playtimes is generally very good and how teachers make sure that behaviour is of a high standard. Children were positive about how behaviour issues are dealt with and described teachers as being 'fair but firm' (Year 6) and 'nice and fair' (Year 1).

### **Attendance:**

All children said it was important to come into school to learn and to get a good education in order to get a good job later in life. One child mentioned how it is important to come to school to 'have fun and learn loads of new things' (Year 3).

### **Safety:**

All children said that they felt safe in all areas of the school and were able to talk about a number of things that happen in school to keep them safe. One child mentioned how there is always an adult nearby to help (Year 3) and another mentioned that teachers make sure that they 'know where we are at all times' (Year 6).

None of the children said that Bullying took place in school. Children knew that if they were worried about anything, the teachers in the school would put a stop to any behaviour issues and make sure that all pupils were kept safe at school.

### **Next Steps:**

- Continue to collect views of pupils with SEND termly in reviews and through pupil conferencing and/or questionnaire.
- Encourage pupils with SEND to become school representatives on the school council and other responsibilities such as Head Boy/Girl, P.E. Leaders etc.

### **Parent/ Carer Views:**

<b>You said...</b>	<b>So we...</b>
You'd like more information about the SEND Team and ways in which they support your child.	<p>Are displaying pictures of the SENCO and SENCO Support around school.</p> <p>We have produced an information leaflet for parents/carers of pupils with SEND and a document with FAQ's about Special Educational Needs. These documents are on the Special Educational Needs and Disabilities area of our school website and copies are available from the school office.</p>
You'd like more opportunities to meet with the SENCO/ your child's Class Teacher about your child's Special Educational Needs and their progress.	Please ask that you make an appointment to come into school to meet with the SENCO/ your child's class teacher either before or at the end of the school day. If this is not convenient, please leave a phone message with the office and our staff will always respond to your calls – let us know when it is the best time to ring you.

<p>You'd like school staff working with your child to have more knowledge about their Special Educational Needs.</p>	<p>Continue to ensure all members of staff are aware of each child's Special Educational Needs through transition meetings.</p> <p>We will continue to schedule time 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.</p> <p>We will continue to provide on-going SEN training and information for teachers and teaching assistants via external providers and in-house training.</p>
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The following views from parents/carers were obtained in the academic year 2018-2019 from parent evenings, questionnaires and reviews;

**“We are really delighted with the quality of her work in all areas. We feel so lucky that she is getting so many opportunities to learn and all through such fun and exciting methods – this has instilled a real desire to learn.”**

**“Her academic progress has been fantastic. The teachers have been fantastic as well involving the parents on the progress of their children's academics.”**

**“She is doing fantastically and her confidence with Maths which she has always struggled to believe herself in has really improved recently.”**

**“I am happy with the quality of work she is currently producing. She is acting upon teacher feedback which shows her work is improving and developing.”**

**“We are thrilled with her quality of work across all areas – we love how she is getting so many opportunities to learn also about space, geography, religion etc. It's great P.E. too.”**

**“She loves school, seems really disappointed when the weekend arrives. I'm so thankful to the teachers for making the school day fun.”**

**“The school is fantastic in developing the children academically, spiritually and socially. We are thrilled that our children attend such a good school.”**

**“He absolutely loves coming to school! I use it as a motivation for him to do other things, such as go to sleep early so that he can wake up early to go to school because he doesn't want to miss it.”**

**“Thank you so much for the amazing teaching staff, the amazing school. It's a fantastic, fun, friendly and safe environment for her to learn.”**

**“She loves school and her confidence as an individual is growing.”**

**“His confidence has come on in leaps and bounds since Nursery/Reception and it’s all down to the teachers, I would like to say a great big thank you to them and the school is a lovely safe community to be part of.”**

**“The school environment is just amazing! So many wonderful things for the children to do.”**

**“The staff are always willing to listen and to help out whenever they can.”**

**“My child is so happy now that they attend St Cuthbert’s!”**

**“We love how the school talks about well-being and mental health with the children.”**

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

The Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision they expect to be available in their area for children and young people from 0 to 25 years of age who have Special Educational Needs and/or Disabilities (SEND).

This is known as the ‘**Local Offer**’.

The Local Offer has two key purposes:

- To provide clear, comprehensive and accessible information about the support and opportunities available.
- To make provision more responsive to local needs and aspirations by directly involving children and young people with SEND, parents and carers, and service providers.

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.**