Annual SEND Report

2019-2020

St Cuthbert's Catholic Primary School

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

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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 2019-2020:

- St. Cuthbert's Catholic Primary School caters for pupils aged 3-11 years old
- There are 236 pupils on roll
- 32 pupils (13.5%) at St. Cuthbert's Catholic Primary school are identified as SEND

Key Stage	SEN Support	EHC Plan	Total
EYFS	3	2	**5**
Key Stage 1	3	2	**5**
Key Stage 2	21	1	**22**
			32

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%)	6% (2) (National: 2.4%)	0% (0) (National: 5.2%)
Speech, Language and Communication (SLCN)	5	16% (National: 22%)	15% (5) (National: 23.4%)	0% (National: 15%)
Autistic Spectrum Disorder (ASD)	7	22% (National: 11%)	13% (4) (National: 6.2%)	9% (3) (National: 29%)
Moderate Learning Difficulties (MLD)	4	13% (National: 20%)	13% (4) (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)	6	19% (National: 13%)	19% (6) (National: 14.9%)	0% (National: 3.6%)
Social, Emotional and Mental Health (SEMH)	7	22% (National: 17%)	19% (6) (National: 18.1%)	3% (1) (National: 13.3%)

Number on roll	**236**
% of pupils with SEND:	13.5% (National: 14.9%)
% of pupils with SEN support:	11.4% (National: 11.9%)
% Boys on SEN support:	14.1% (15) (National: 15%)
% Girls on SEN support:	9.2% (12) (National: 8%)
% of pupils with an EHC plan:	2.1% (National: 3.1%)
% Boys with an EHC plan:	4.7% (5) (National: 4.4%)
% Girls with an EHC Plan:	0% (0) (National: 1.7%)

Pupils on SEND Register:	**32**
% Pupil Premium:	50% (16) (National: 28%)
% EAL	9% (3) (National 15%)
% Girls:	38% (12)
% Boys:	62% (20)

Primary Needs:

- Social, Emotional and Mental Health and Autism Spectrum Disorders are the highest primary needs at St. Cuthbert's (both at 22%). Support at St. Cuthbert's is tailored to individual needs and we base our support on recommendations from external agencies such as Educational Psychology, Counselling 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 for children with autism such as Box Time and Talk Boost.

- 19% of pupils with SEND have Specific Learning Difficulties (Dyslexia) and 13% 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.

- 16% 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.

- 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.

School Data – 2019-2020:

As announced by the Government, school performance data based on tests, assessments or exams for 2020 should not be published. This is in recognition of the challenges posed by the pandemic.

Next Steps:

- Prioritise mental health and wellbeing to support pupils transitioning back to school after lockdown/ a prolonged absence from school.
- 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, English and Maths.
- Continue to provide targeted support and interventions to support pupils with SEND.

Attendance Information for Pupils with SEND 2019 - 2020:

These figures are from September 2019 up until the school closure in March 2020 due to COVID-19.

	SEND	Non SEND
Nursery	95.85%	92.70%
Reception	95.54%	93.65%
KS1	93.39%	96.05%
LKS2	87.68%	96.01%
UKS2	96.61%	97.17%
All Years	93.82%	95.38%

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.
- SENCO and school staff to continue to work together with external agencies such as CYPS, School Health, medical professionals wherever necessary.

Exclusions:

There have been no exclusions for any pupils (SEND or non-SEND) in the academic year 2019-2020.

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.

Working with outside agencies:

In the academic year 2019-2020, 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:

- 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.
- SEND budget will be used to continue to purchase specialist professional services from the Local Authority and privately:
  - Newcastle School Improvement Service – Newcastle Catholic Primary Schools SENCO Cluster meetings.
  - 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.

Parent/ Carer Views:

Questionnaires were given at Parents' Evenings and 10 parents/carers responded to the Autumn Term Questionnaire.

	Question	Agree	Disagree
1.	**The school is aware of my child's special educational needs**	100%	
2.	**I was informed by school that my child had been identified as having special educational needs**	100%	
3.	**The school is approachable with regards to special educational needs**	100%	
4.	**The staff are considerate of my child's particular needs**	100%	
5.	**The teachers help my child to make good progress in their learning**	100%	
6.	**Any concerns I may have are always taken seriously and any issues resolved**	100%	
7.	**I know who the SENCO is and I am kept informed at regular review meetings**	100%	
8.	**My child is treated fairly at school**	100%	
9.	**My child enjoys coming to school**	100%	
Suggestions for improvement: One parent has requested support on teaching methods for use at home.			

The following views from parents/carers were obtained in the academic year 2019-2020 from questionnaires;

"Regular updates regarding progress and the Person-Centred Plans are very useful and informative. The support given with target group work, guided reading etc. is helping with progress."

"Staff are great! Couldn't ask any more of them, the school is fab as well. We feel lucky for the help and support we get."

“I’ve always felt that the school have always done a lot to make adjustments for my child over his time at school and liaised well with us as parents. This has been appreciated- thanks!”

“I really appreciate all the help my child gets.”

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.