

St Cuthbert's Catholic Primary School

EDUCATE; CREATE; WITNESS: CHRIST AT THE CENTRE



## SEN Information Report 2024-25

### Parent Information

Special Education Needs and Disabilities (SEND) Local Offer

#### **Introduction**

All Sunderland schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by Together For Children Sunderland on behalf of Sunderland City Council to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The broad areas of SEND need are:

- Communication & interaction
- Cognition & Learning
- Social, Emotional & mental Health Difficulties
- Sensory and/or Physical

#### **What is the Local Offer?**

The Children and Families Bill was enacted in 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. This is the 'Local Offer'. Together for Children's Special Educational Needs (SEN) Team carries out statutory functions on behalf of Sunderland City Council in relation Education, Health and Care (EHC) needs assessments and Education Health and Care Plans (EHCPs). The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

#### **What is the Special Education Needs Information Report**

Schools utilise the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide. Schools refer to this as 'The Special Education Needs Information Report'. The support which can be offered in school is part of the wider Local Authority Offer, details of which can be found at [www.sunderland.gov.uk](http://www.sunderland.gov.uk)

## **Questions**

Please read the 13 questions below for more information about the Local Offer from St Cuthbert's Catholic Primary School.

### **Question 1**

**Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?**

#### **ANSWER:**

There are several staff you can talk to at St. Cuthbert's regarding your child's learning or SEND. If you are unsure who to approach, please have an initial chat with your child's class teacher. He/She is responsible for:

#### **The Class teacher**

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the Special Education Needs/Disabilities Coordinator (SENDCo) know as necessary.
- Writing Pupil Progress targets/ Individual Support Plans and sharing and reviewing these with parents at least once each term and planning for the next term. Personalised teaching and learning for your child as identified on school's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

#### **You can also talk to our SENDco/Inclusion Manager, Mrs K Brown**

Responsible for:

- Developing and reviewing the school's SEND policy
- Coordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are
  - i) Involved in supporting your child's learning
  - ii) Kept informed about the support your child is getting
  - iii) Involved in reviewing how they are doing.
- Liaising with all the other people who may be coming into to school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible.

**You are also welcome to talk to our Executive Head Teacher Mrs J. Ward or Head of School Mrs A. Steele**

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Head Teacher will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head Teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

**We also have a SEND Governor- Miss S. Miller. This means she takes a special interest in SEND and our SENDCo reports to her on a regular basis.**

Responsible for:

- Making sure that the necessary support is given for any child who attends the school, who has SEND.

The full governing Body has overall responsibility for ensuring the necessary support is given for any child who attended school who has SEND

Parents are welcome to approach the school in person, initially via our office staff or Class Teachers. Alternatively you can make contact with us by e-mail or telephone: E-mail- [office@stcuthbertsprimaryschool.co.uk](mailto:office@stcuthbertsprimaryschool.co.uk) Telephone: 0191 528 50 94

## **Question 2**

**What are the different types of support available for children with SEND in our school?**

**ANSWER:**

- (1) Class teacher input via excellent targeted adaptive classroom teaching (Quality First Teaching).

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress. Specific group work and scaffolding activities run

in the classroom and may be supported by a teacher or an Higher Level Teaching Assistant (HLTA) or Teaching Assistant (TA) to ensure that your child has access to the full curriculum.

- (2) Specialist groups run by outside agencies e.g. Speech and Language therapy. This means they have been identified by the SENDCo /Inclusion Manager as needing some extra specialist support in school from a professional outside the school. This may be from: Local Authority central services such as the ASD Outreach Team or Sensory Service ( for students with a hearing or visual need) or from outside agencies such as the Education Psychology Service (EPS).

#### What could happen if your child is identified for this type of support?

You would be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.

The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

#### (3) Specified Individual support

This type of support is available for children whose learning needs are, severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual support. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching alone ("Including All Children" documentation from LA) and will be detailed and planned for on your child's EHCP. Your child may also need specialist support in school from a professional outside the school. This may be from: Local Authority central services such as the Autism Spectrum Disorder Outreach Team or Sensory Service (for students with a hearing or visual need) Outside agencies such as the Speech and Language therapy (SALT) Service

An EHCP application will take some time to process and requires a number of professional reports in support of the application to even be considered. For your child this would mean:

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the 'Panel of Professionals' will decide if your child's needs are severe, complex and lifelong. If this is the case they will write a Statement of Special Educational Needs or an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

- When a plan is agreed, the EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

### **Question 3**

**How can I let the school know I am concerned about my child's progress in school?**

#### **ANSWER:**

If you have concerns about your child's progress you should speak to your child's class teacher initially.

- If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/ Disabilities Coordinator (SENDCo).
- The school SEND Governor can also be contacted for support.

### **Question 4**

**How will the school let me know if they have any concerns about my child's learning in school?**

#### **ANSWER:**

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have
- plan any additional support your child may need
- discuss with you any referrals to outside professionals to support your child's learning

### **Question 5**

**How is extra support allocated to children and how do they progress in their learning?**

#### **ANSWER:**

The school budget, received from Sunderland LA, includes money for supporting children with SEND.

- The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and the Inclusion manager/ SENDCo discuss all the information they have about SEND in the school, including:
  - the children getting extra support already
  - the children needing extra support
  - the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.

The child's view will be sought informally and for review meetings; this may not always be possible with very young children/ children with delayed development

Schools identify the needs of their pupils on a school provision map which for SEND pupils identifies all resources/training and support is reviewed regularly and changes made as needed.

## **Question 6**

**Who are the other people providing services to children with SEND in this school?**

**ANSWER:**

### School provision

- SENDCo
- Teaching Assistants/ Learning Support
- Educational Psychologist employed by school
- School Counsellor
- Attendance Officer
- Breakfast Club provision
- Music tuition
- Additional trained staff who support school during educational visits, e.g. Derwent Hill

### Local Authority Provision delivered in school

- KS1 & KS2 Behaviour support Teams.
- Autism Outreach Service
- Language & Learning Team

### Health Provision delivered in school

- CAMHs (Child & Adolescent Mental Health Service)
- CYPS
- SALT (Speech & Language Therapy)
- School Nurse
- Occupational Therapy

### **Question 7**

**How are the teachers in school helped to work with children a SEND and what training do they have?**

**ANSWER:**

The SENDCO'S job is to support the class teacher in planning for children with SEND.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues such as Autism Spectrum Disorder (ASD) and Speech and language difficulties.
- The SENDCo and Head Teacher source additional training provided by specialists in specific areas of SEND. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Autism Outreach Team (AoT) service.

### **Question 8**

**How will the teaching be adapted for my child with SEND?**

**ANSWER:**

Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.

- Teaching staff will adapt planning and teaching to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
- Additional classroom scaffolding activities may be planned to meet specific needs of pupils either on an individual basis or in small groups. This will ensure that every child can access the full curriculum and achieve their very best.

### **Question 9**

**How will we measure the progress of your child in school?**

**ANSWER:**

Your child's progress is continually monitored by his/her class teacher.

- His/her progress is reviewed formally every term in reading, writing and maths.
- All Y1 pupils complete a phonics skills check. Some children will complete this check for a second time in Y2
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- Children may have an Individual Support Plan / personal targets which will be reviewed, and a future plan made.

- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review, with all adults involved with the child's education.
- The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.

#### **Question 10**

##### **What support do we have for you as a parent of a child with a SEND?**

##### **ANSWER:**

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Personal progress targets/ Individual Support Plans may be reviewed with your involvement.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

#### **Question 11**

##### **How is St Cuthbert's Catholic Primary School accessible to children with SEND?**

##### **ANSWER:**

The building meets all disability requirements.

- We ensure, that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND.
- Extracurricular activities are accessible for all children including those children with SEND

#### **Question 12**

##### **How will we support your child when they are leaving this school? OR moving on to another class?**

##### **ANSWER:**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENDCo and ensure she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.



When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. Support plans will be shared with the new teacher.
- Your child will take part in transition visits to their new class in order for them to familiarise themselves with their new environment and to get to know their new Class Teacher and where applicable any Teaching Assistants with whom they will be working. In some cases a transition book will be made for your child in order to help them understand and prepare for moving on.

In Year 6:

- The SENDCo will discuss the specific needs of your child with the SENDCo of their secondary school.
- Your child will take part in focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

### **Question 13**

**What emotional support and social development do we have for a child with SEND?**

#### **ANSWER:**

We recognise that pupils with SEND may well have an Emotional and Social Development need that will require support in school. The Emotional Health and wellbeing of all our pupils is very important to us.

- We have an effective Safeguarding Policy in place; we follow National & Local Authority Guidelines.
- We offer specialist counselling via our School Counsellor.
- We have thorough Behaviour and Anti Bullying Policies.
- All staff continually monitors the Emotional Health and well-being of all our pupils.
- 2 members of staff have undertaken Level 3 Mental Health First Aid Training. And the Head Teacher holds the Senior Leaders Mental Health Training certificate

Mrs K Brown

Assistant Head Teacher/ SENDCO

September 2024