



Annual Special Educational Needs and Disabilities (SEND) Report 2023 - 2024

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 2024
Date of last review	September 2024
Reviewed by	Local Governing Committee
Date of next report	September 2025

St. Cuthbert's' Catholic primary School

Annual SEND Report 2023-2024

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 2023-2024:

- St. Cuthbert's Catholic Primary School caters for pupils aged 3-11 years old
- There are 224 pupils on roll
- 43 pupils (19.2%) at St. Cuthbert's Catholic Primary school are identified as SEND

Key Stage	SEN Support	EHC Plan	Total
EYFS	2	0	2
Key Stage 1	9	3	12
Key Stage 2	27	2	29
Total	38	5	43

Primary Type of SEND Need	Number of Pupils	% of SEND Pupils	% of SEND Pupils on SEN Support	% of SEND Pupils on an EHC Plan
Sensory & Physical (SP)	1	2.33% (National: 2.6%)	2.33% (1) (National: 6.7%)	0% (0) (National: 4.6%)
Communication & Interaction: Speech & Language (SLCN)	10	23.26% (National: 33.7%)	23.26% (10) (National: 25.5%)	0% (0) (National: 18.4%)
Communication & Interaction: Autism (SLCN)	5	11.63% (National: 9.8%)	0% (0) (National: 8.3%)	11.63% (5) (National: 32.2%)
Cognition and Learning Difficulties (CLD)	8	18.6% (National: 16.9%)	18.6% (8) (National: 17.3%)	0% (National: 9.1%)
Specific Learning Difficulties (SPLD)	5	11.63% (National: 9.1%)	11.63% (5) (National: 14.2%)	0% (0) (National: 4.1%)
Social, Emotional and Mental Health (SEMH)	15	34.88% (National: 16.8%)	34.88% (15) (National: 21.0%)	0% (0) (National: 15.2%)

Number on roll	224
% of pupils with SEND:	19.2% (National: 16%)
% of pupils with SEN support:	16.5% (National: 13.5%)
% Boys on SEN support:	24.04% (25)
% Girls on SEN support:	14.63% (18)
% of pupils with an EHC plan:	2.23% (5) (National: 2.5%)
% Boys with an EHC plan:	4.81% (5) (National: 4.4%)
% Girls with an EHC Plan:	0% (0) (National: 1.7%)

Pupils on SEND Register:	43
% Pupil Premium:	37.21% (16) (National: 23.8%)
% EAL	16.28% (7) (National 15.3%)
% Girls:	41.86% (18) (National 32.4%)
% Boys:	58.13% (25) (National 67.6%)

Attendance 2023-2024

	SEND SUPPORT	SEND EHCP	NON SEND
Nursery	n/a	n/a	n/a
Reception	None	None	93.40%
KS1	94.45%	98.70%	94.20%
LKS2	91.95%	97.90%	94.80%
UKS2	96.05%	92.70%	95.60%
All Years	94.10%	97.40%	94.60%

Exclusions:

There have been no exclusions for any pupils (SEND or non-SEND) in the academic year 2023-2024.

Next Steps:

- Continue to monitor absence through daily phone calls, text messages, parent meetings, absence letters and attendance contracts.
- Further monitoring attendance & lateness of pupils with SEND in order to identify any additional difficulties in which pupils with SEND and their families may be facing. Particularly monitor pupils with SEMH at risk of developing school-based avoidance.
- 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.
- Work closely with the Newcastle SEMH Inclusion Service to continue to develop resources and provision.

School Data – 2023-2024:

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 (0)		Year 1 (7)		Year 2 (5)	
	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND
Reading	0	50	n/a	n/a	0	87	40	88
Writing	0	43	n/a	n/a	0	87	40	88
GPS					0	74	20	88
Maths	0	71	n/a	n/a	29	91	40	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 0)		Reception (0)		Year 1 (7)		Year 2 (5)	
	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND
Reading	100	85	n/a	n/a	100	85	40	88
Writing	100	92	n/a	n/a	86	85	60	84
GPS					100	n/a	40	84
Maths	100	92	n/a	n/a	100	90	60	92

Not assessed

Children Passing Year 1 Phonics Screen:

43% SEND : 83% Non SEND

Children meeting Early learning Goals in EYFS:

n/a SEND : 74% 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 (7)		Year 5 (9)		Year 6 (6)	
	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND
Reading	57	83	0	65	22	86	33	83
Writing	29	74	0	65	33	81	33	88
GPS	43	70	14	65	33	81	33	83
Maths	43	70	29	70	22	90	17	75

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 (6)		Year 4 (7)		Year 5 (9)		Year 6 (6)	
	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND
Reading	100	90	57	44	78	58	67	87
Writing	50	67	29	78	100	68	50	83
GPS	83	57	29	89	78	53	83	91
Maths	67	67	57	78	78	58	33	74

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
- Transition Pupil Passport completed with Specialist Teacher Communication and Interaction, SENDOS
- 1:1 transition support sessions through SEMH Inclusion Service

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.

2023-2024 Interventions	
Social, Emotional and Mental Health	1:1 Counselling sessions (Kalmer Counselling) Nurture sessions – Wellbeing Centre PSED – Enchanted Forest 1:1 Three Houses Starve the Anxiety Gremlin TalkAbout Recognising Emotions
Cognition and Learning	Additional Phonics (Y1 – Y3) Colourful Semantics Memory and Processing Plus One / Power of 2 Visual Sequential Memory Auditory Memory Sound Linkage Phonological Awareness Reading Eggs / Reading Eggspress
Speech, Language and Communication	1:1 Speech and Language Talk Boost Box Time CAL – Enchanted Forest Socially Speaking TalkAbout
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.
- Training through Bishop Bewick Catholic Education Trust Network Meetings about maximizing the impact of teaching assistants (MITA Project).

Working with outside agencies:

In the academic year 2023-2024, 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, Social, Emotional and Mental Health and Early Years specialist support.
- SEMH Inclusion Service
- 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:

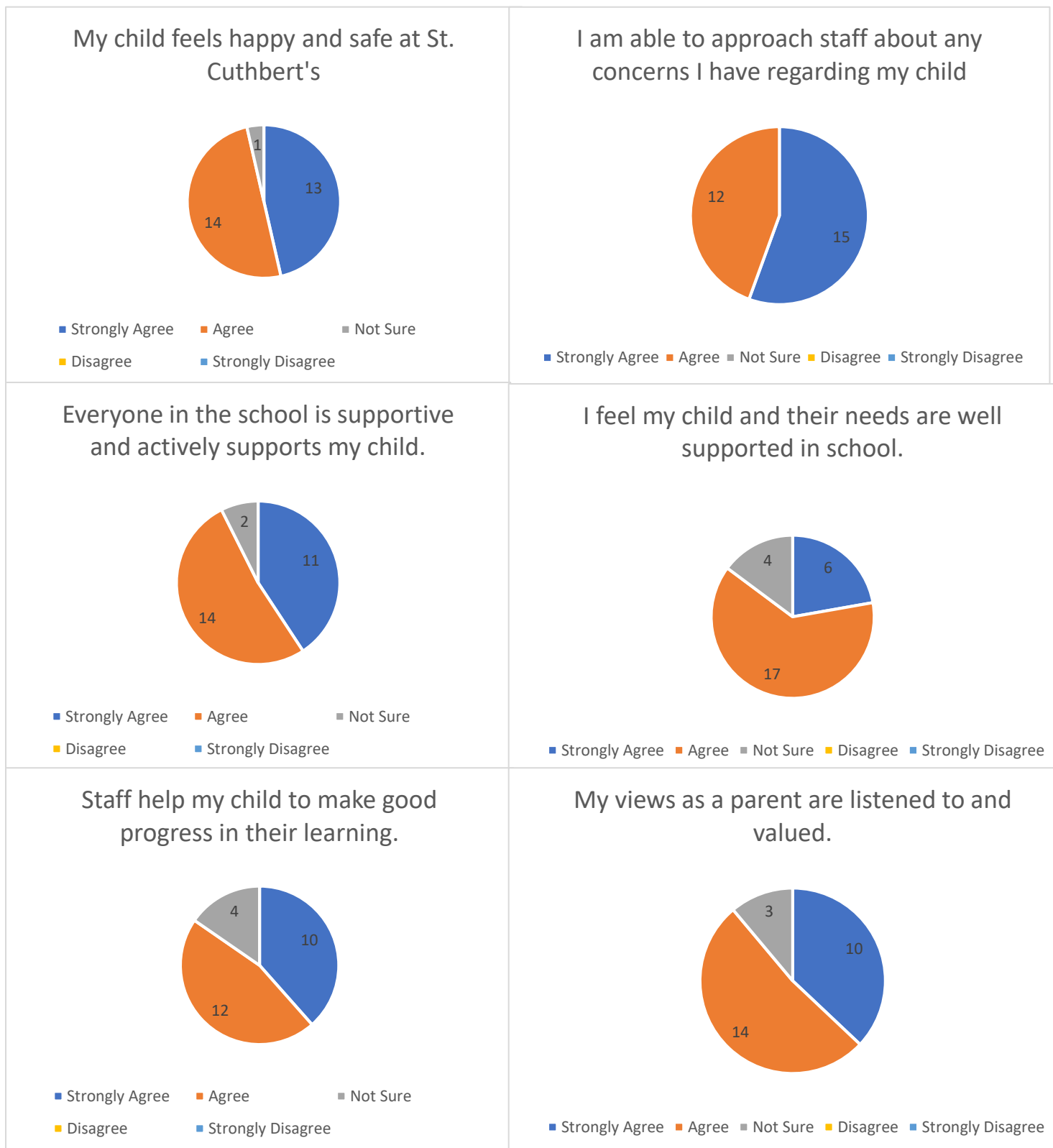
The views of all pupils are valued. Pupils with SEN are supported to be involved in decision making and to be able to express any concerns. All pupils are aware of their individual targets and are their views are included in their Person-Centred Plans which are reviewed and updated on a termly basis.

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

Parent/ Carer Views:

Parent views are collected via parent surveys and through review meetings. Parents are encouraged to contact the SENCO or SEND team with any concerns they have.

The last parent survey had 28 responses:



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.
- Continue to work with AH to streamline SEMH support through the Wellbeing Centre and Enchanted Forest.
- Embed partnership work with the SENCO at St. George's and with other SENCOs within the trust to share good practice & explore key priorities.
- SENCO to continue to work closely with subject leaders to ensure accurate knowledge and awareness of learners with SEND in terms of curriculum intent and implementation – how it is adapted, designed or developed for learners 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)

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.