



SEN Information Report

November 2024



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<u>Local Offer Contribution</u>		

Our Approach as a School

St Cuthbert's are fully committed to providing a primary educational setting which has a strong focus on high aspirations and improving outcomes for all pupils, with or without special educational needs and / or disabilities (SEND). As a school, we are proactive in ensuring that all pupils have full access to our rich and exciting curriculum, in which high-quality teaching underpins all provision. The staff of St Cuthbert's recognise that learning extends far further than the daily, curriculum-based provision within the classroom. We take pride in offering an extensive range of extra-curricular activities and in planning for opportunities within the wider school community – all of which play a major role in ensuring that all pupils have opportunities to recognise, develop and make use of their individual talents and skills. With a real focus on nurturing positive self-esteem and developing life skills, such varied opportunities support pupils in developing independence, resilience and confidence – all of which are essential in preparing for adulthood.

Where any pupil has been identified as having a Special Educational Need or Disability (SEND), we recognise that the individual pupil requires educational provision which is additional to, or different from the provision normally available to pupils of the same age. All class teachers are responsible for meeting the needs of every child in their care, including those with special educational needs. In ensuring that ALL pupils access appropriate provision, they, along with support from other colleagues and professionals (e.g. SENCo, Educational Psychologist), regularly reflect on the progress of pupils and consider next steps. Underpinning ALL of our SEN provision in school is **The Graduated Approach** cycle, with the child remaining at the very centre, at all times.



<p>ASSESS</p>	<p>Assessment of learning is carried out in a number of ways and is an integral part to all teaching and learning, in all areas of the curriculum and a child's development. Observations, discussions, formative assessments (e.g. marking of class work) and summative assessments (e.g. end of topic / SATs) are just some of the many ways staff within school assess all pupils throughout the school day on a regular basis. It is never assumed that a child who is not making expected progress has a SEN. Instead, staff work in collaboration to consider potential barriers to their learning and other influencing factors (e.g. attendance, punctuality, personal circumstances).</p> <p>When a child is identified as having a special educational need, additional assessments (internally / externally as appropriate) with a specific focus, may be sought from other professionals and agencies (e.g. an Educational Psychologist's consultation). The purpose of such assessments is to gain a more detailed understanding of the child's needs and to establish the best ways in which such needs can be met.</p>
<p>PLAN</p>	<p>Outcomes of assessments and the analysis of such data informs the planning and delivery of high-quality teaching and learning, as well as additional intervention required. St Cuthbert's staff are trained in a variety of areas and use their knowledge and experience to inform the planning of provision for children, taking into account the pupils' needs and intended outcomes. Collaborating closely with other colleagues (e.g. previous class staff, intervention staff, curriculum leads) is integral to the planning for each and every one of our pupils if quality is to be achieved and maintained.</p> <p>At times, school may seek the specialist support from other professionals perhaps from alternative settings within the Local Authority, in order to plan the most appropriate provision and support, specific to the individual pupil and their area of need. During the planning stage, parents / carers, teaching staff, the SENCO and at times additional professionals will all have a valued input to the process. Where there is involvement with a number of agencies, it is often purposeful to open what is known as an EHAT (Early Help Assessment Tool) or TAC (Team Around the Child). This allows any professionals working closely with the child and family (e.g. paediatrician, class teacher, school nurse) to regularly meet and contribute towards a plan collectively; with the relevant professional leading, depending on the child's needs and circumstances. This collaborative approach can help to achieve a more holistic and purposeful approach to meeting needs and achieving desired outcomes.</p> <p>Any provision that is planned for the child is documented on Provision Maps and on Pupil Profiles. These personalised documents are written with the child's involvement where appropriate, and in collaboration with families / professionals. Such documents provide detailed and easily accessible information about the child so that all involved are able to ensure consistency in approach.</p>
<p>DO</p>	<p>Whilst interventions and additional support may be offered by other colleagues or professionals, it is the responsibility of the child's class teacher to ensure that the plan is fully implemented. Provision may take place within the classroom, in small groups or on a one-to-one basis. The frequency of such provision will be determined by the nature of the support and the needs of the child. Interventions</p>

	<p>and support are timetabled with careful consideration in order to ensure that all children are accessing their full entitlement and coverage of their curriculum.</p> <p>Throughout the 'DO' stage, in order to ensure consistency in approach, colleagues and parents / carers must work closely and liaise regularly. On occasions, parents / carers may be invited into the school to observe the support that is in place and the way in which it is delivered – allowing for this to be emulated at home if appropriate.</p>
REVIEW	<p>Communication between all involved is key to ensuring that the needs of the child are met. Regular discussions take place in school between the class teacher, support staff and external professionals (where applicable) who are working with the pupil so as to allow for feedback and updates to be shared. Regular meetings are held with parents / carers and key staff involved, to review the progress made and to plan the next steps for the individual child. The impact of implemented support and provision will be a key factor in determining the next steps for the pupil. Where impact is not evident, it is likely that a change in support / approach will be adopted. An intervention will never simply continue or be repeated unless it is seen to be having a positive impact on the child's progress. When considering this progress, a variety of data will be considered and questions discussed (e.g. Has attendance impacted on the outcomes of an intervention? Is the timetabling of intervention appropriate?)</p> <p>At times when it is believed that additional funding could further support a pupil, an application for 'High Needs Funding' can be made to the Local Authority. An Education, Health and Care Plan (EHCP) can also be applied for either by the school or by the parent / carer of a child.</p>

Having consulted with children and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach and these are discussed with the professionals that offer the support to the child and hold both our internal/external providers and ourselves to account.

Range of Special Educational Needs

When considering Special, Educational Needs, the four broad areas of need, as identified within the Code of Practice (2014) are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

The purpose of identification is to establish what action the school needs to take in order to provide appropriate support and personalised teaching to suit the individual needs of the learner - not to fit a pupil into a category. As a school we recognise that no two children are the same and needs within one of the 4 areas can vary significantly. As a school we review regularly the interventions, resources and training of staff in order to best meet the needs of all children with or without a SEND.

1. Communication and Interaction - for example where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others. To support this area of need, additional classroom resources and equipment may be used for example visual timetables, PECS (Picture Exchange Communication System) cards.

This is an area in which St Cuthbert's have gained, and continue to gain a great deal of insightful information and professional development on, as a result of the professional dialogues that are regularly had with specialist settings and professionals (e.g. Speech and Language Therapists, SENISS).

Specific staff are trained to deliver the examples of interventions listed below which support this particular area of need:

COMMUNICATION & INTERACTION	
Intervention	Purpose
Philosophy for Children (P4C)	Nurturing discussions and appreciation of viewpoints / asking questions about the world around them.
Lego Therapy	Develop communication and problem-solving skills within small teams / groups.
WellComm	Supporting and developing early language skills.
NELI	Supporting and developing early language skills.
Bucket Therapy	Developing sustained concentration and attention span.
Box Time	Establishing and developing sustained focus and positive interaction.
Talking Partners	Develop independent, confident speaking and listening.

External agencies and professionals who we have sought advice and support from this year include:

- GP / Alder Hey Children's Hospital
- Speech and Language Therapy (SALT)
- Together Trust

2. Cognition and Learning - for example where children and young people learn at a slower speed than others of their own age despite appropriate adaptations, have difficulty understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in Literacy or Maths. This is an area in which an extensive range of interventions are well- established. Specific staff from across Key Stage 1 and Key Stage 2 are trained to deliver the examples of interventions listed below which support this particular area of need:

COGNITION & LEARNING	
Intervention	Purpose
ReadWriteInc (RWI) Tutoring	Additional phonics support for EYFS, KS1 & selected KS2 pupils.
ReadWriteInc (RWI) Fresh Start	Addressing gaps in phonics knowledge and improving fluency.
Precision Teaching	Tailor made programme to develop basic skills of Maths / Literacy / develop fluency / retention of skills.

1 st Class @ Number 1	Basic number fluency and addition and subtraction.
1 st Class @ Number 2	Number consolidation and revisiting of the 'the four operations'.
Success @ Arithmetic	Provides support for pupils in consolidating the 4 operations and strategies for arithmetic – intended for 'borderline' pupils.
Paired Reading	Builds fluency, confidence and a love of reading.
Cued Spelling	Bespoke 'cues' for spellers to remember and retain difficult spelling rules and patterns.
Toe By Toe	Provides support for pupils have difficulty with decoding phonetically or reading fluently.

As a school we continue to monitor the impact of such interventions on each individual pupil they are intended for. With high-quality, adaptive teaching as an ongoing focus and priority for all subjects and for all children, colleagues work closely together to constantly reflect on additional resources / styles of teaching that can be incorporated to everyday classroom practice. We actively seek additional training which may further support staff in this area and apply this if we feel there will be a positive impact on our pupils' learning.

External agencies / professionals who we may seek the advice and support from include:

- Special Education Needs Inclusion Support Service (SENISS)
- Educational Psychology Service (EP)
- School Improvement Liverpool Curriculum Consultants / Advisors
- Read Write Inc Consultants / Advisors

3. Social, Emotional and Mental Health Difficulties (SEMH) - for example where children may experience social and emotional difficulties which can manifest in different ways. This difficulty can present in varying ways – examples include: becoming withdrawn, displaying challenging behaviour, behaving in a disruptive manner and self-harming.

This is an aspect of SEN in which we have noted a considerable increase in need. As a result, a great deal of time, planning and staff training has been dedicated to supporting the SEMH needs of our pupils. Examples of some of the interventions currently in place to support this aspect of SEN are listed below.

SOCIAL, EMOTIONAL & MENTAL HEALTH DIFFICULTIES	
Intervention	Purpose
Comic Strips / Social Stories	Stories and scenarios written to help pupils to further develop social understanding.
Rainbows (Y2 – Y6) / Sunbeams (Foundation Stage-Y1)	Support for children who have experienced some form of significant loss.
Emotional Literacy Support	Support for the emotional wellbeing of pupils within school and addresses themes such as self-esteem, friendship skills, social skills, anger management, therapeutic stories and loss/bereavement
Sensory Circuits	Supporting pupil readiness for work - energising / settling.

To further support pupils with SEMH needs, as a school we often seek the support and expertise from a number of agencies and professionals who have a specialism in this area. We envisage that this particular aspect of SEND is one

which will require regular and ongoing training / support opportunities in order to ensure that the staff are equipped with the knowledge, skills and strategies to support pupils and their needs. Strong links are established with the following and their input sought at various points during this academic year:

- ADHD Foundation
- Child & Adult Mental Health Services (CAMHS)
- Together Trust (SEMH)
- The Behaviour Intervention Team (BIT)
- Mental Health Support Team
- Educational Psychology Service

4. Sensory and/or Physical Needs - where a child has a physical disability or sensory impairment the relevant support is planned for and provided, often through the provision of additional / adapted equipment or by adjustments to the school timetable. In such cases, the named School Nurse – Carolyn Ward may be contacted and they would support the school, family and most importantly the pupil, in planning for and implementing appropriate provision. The School Health Service may be invited to attend reviews and discussions to ensure that staff in contact with the pupil have the relevant training / awareness of specific conditions.

At times, a Health Care Plan may be written to support the physical / sensory needs of pupils. In this, strategies, treatment and specific information on the pupil's needs would be documented and reviewed at least annually.

The medical expertise of professionals working alongside a child with sensory / physical needs are vital. It is their input which usually informs how best to support the individual. The following are services who we may seek and access support from:

- Physiotherapy Team
- Occupational Therapist

As of the October 2024 Census, we have 34 pupils / 14.4% of our school (Nursery – Year 6) receiving some form of SEN support. Of those children, we have 4 pupils with an Education Health Care Plan (EHCP), with a further 3 pupils awaiting the outcome of application / mediation and one additional pupil with an application in progress. In order to monitor the quality of provision for our pupils, we have internal processes in place including observations and learning walks, team discussions, planning meetings, data analysis and cohort action planning which all support staff in assessing need and the input of other professionals and services are also consulted to further inform this aspect of SEND provision at St Cuthbert's.

Co-producing with children, young people and their parents

It is the child / young person who remains at the centre of our approach to SEN provision – the provision is personalised to suit **them**, to meet **their** needs and to support **them** in achieving **their** aspirations. Therefore, it is essential that they have an input and voice - particularly in the writing of Pupil Profiles and planned provision. Their 'pupil voice' is vital and is obtained in a childly-friendly manner, appropriate to the individual (e.g. discussions, questionnaires, choices).

Staff fully appreciate the importance and value of regular communication with the parents of our pupils. Regular formal and informal discussions are encouraged in order to ensure that all adults with close contact to pupils have an up to date and informed knowledge of their needs and progress. There are various ways in which this is achieved, depending on the needs and circumstances of individual children: meetings to discuss and explore potential referrals to other agencies, Pupil Profile / Play Plan drafting and reviewing. Such communication is key to ensuring a holistic and consistent approach to identifying and meeting the needs of all of our learners.

Action / Event	Who is involved?	Frequency
Parents Evenings	Pupils, parents / carers, teaching staff	At least once per academic year
Pupil Profiles	Pupils, parents / carers, teaching staff, intervention staff, other relevant professionals.	Termly
Early Help Assessment Tool (EHAT) meetings / TAF meetings / reviews.	Parents, SENCo / Safeguarding Lead, external agency representatives.	6-12 weeks
EHCP Applications / Annual Reviews	Pupils, parents / carers, SENCo, class teachers, intervention staff, SEN representatives.	Annual / as required
Cohort Meetings	Class teachers, SENCo, support staff / intervention staff, Assessment Co-ordinators	Termly

Staff Development & Qualifications

Achieved Qualifications / Accreditations	Qualifications / Accreditations in Progress
<p>National Award for SENCo (SENCo)</p> <p>Registered ELSA (Emotional Literacy Support Assistant)</p> <p>LeAFE Training Supportive Intervention</p> <p>Certificate in the Role of Senior Mental Health Lead</p> <p>React UK Training & School Positive Handling</p> <p>Early Years SEND Advocate</p>	<p>Primary SEND Advocate</p>

We are committed to developing the expertise of our staff. As well as this, it is vital that staff have the necessary knowledge, skills and training to meet and support the varied needs of pupils in our mainstream setting. This year, the school SENCO has attended the SEND Briefings delivered by the Local Authority, as well as continuing to attend SEN Consortia meetings with our Headteachers. In addition, staff have accessed training on the following themes either through attendance of courses or visits to the school:

- Mental Health
- Provision Mapping – Edukey
- SIL Advocacy Training
- Social Communication and Play Journal

- Lego Therapy (Modes1-3)
- Emotion Coaching
- Precision Teaching
- Clicker Demonstrations
- Paired Reading & Cued Spelling
- Social Stories
- Comic Strip Conversations
- Emotional Based School Avoidance (EBSA)

Staff Deployment

It is the needs of the children which lead decision making in the deployment of staff. All staff within St Cuthbert's recognise and appreciate that the needs of individual pupils and classes change. In meeting such needs, a flexible approach to planning and at times, staffing can be necessary if it is believed that pupils will benefit. As a result of this, on occasions, there may be a movement of staff (teaching and non-teaching) between classes / key stages in order to ensure that the individual needs of children and the needs of classes as a whole are best met. Additional members of staff may be employed and timetables of staff are tailored to suit the needs of children not only during class-based work but during lunchtimes and throughout the extended school day.

Recently, we adopted a new model of working in order to meet the needs of our pupils. When planning provision for pupils (e.g. interventions) the qualifications, skills and training of staff (on a whole-school level) are all carefully considered and from this, staff are deployed accordingly. This enables: relationships and familiarity between pupils and staff from across key stages and between classes to develop and ensures that the varied needs of our pupils are supported effectively through quality provision from highly-skilled staff according to need. As a school we are extremely proactive in our approach to SEN provision and actively seek new and relevant training to further develop our skills and knowledge.

Finance

Extending our approach to school support, we commission external services using an outcomes-based approach. As part of the assess, plan, do, review process - the impact of provision and expenditure is monitored so as to ensure cost-effective practice.

For any pupil in receipt of SEND support, we are required to provide appropriate and effective support for their individual needs. Our allocated SEND budget is used in a variety of ways. Examples of expenditure include: recruitment of additional adults; purchasing of additional resources; release of staff to provide intervention groups / additional 1:1 / small group support for pupils in class; fund the purchase of services from external partners. High Needs Funding may be applied for from the Local Authority for individuals who may need additional support and where this may be the case, parents would be integral to applications and fully aware of the intended outcomes specific to their child. Any pupil with an Education, Health and Care Plan (EHCP) is banded by the Local Authority. This allows the Local Authority to allocate funding for securing the special educational provision detailed within the specific plans.

Transition

It is essential that a consistency in approach is established and maintained in order to best support the needs of all of our pupils. This is particularly important when a pupil is due to experience some form of change (e.g. moving from Foundation Stage to Year 1 / moving from Year 6 to secondary school from class to class). It is appreciated that with such change, a degree of anxiety and uncertainty is often experienced. Therefore, staff plan and implement robust transition arrangements e.g. visual reminders, class layout, meet the staff photographs, routines etc for each year group so that the change is as subtle as possible for the specific pupil. During the transition stage the involvement of parents / carers, pupils and staff are at the core of all arrangements. We work closely with the colleagues involved in a child's new / temporary setting, in order to facilitate and support best quality provision and outcomes for the child.

Complaints

A 'concern' may be defined as 'an expression of worry or doubt over an issue considered to be important for which reassurances are sought'. A complaint may be generally defined as 'an expression of dissatisfaction however made, about actions taken or a lack of action'. It is in everyone's interest that complaints are resolved at the earliest possible stage. Many issues can be resolved informally, without the need to follow formal procedures. St Cuthbert's takes informal concerns seriously and makes every effort to resolve the matter as quickly as possible, with the children's best interests at the centre of decision making.

There are occasions when complainants would like to raise their concerns formally. In those cases, the school's formal procedure should be followed through the stages outlined. Please refer to our [School Complaints Policy](#) which can be found on our school website.

This year there have been no complaints regarding the SEND provision at St Cuthbert's.

What has worked well this year?

CPD: 'What Educational Psychologists Mean By...'

This year, staff participation in courses led by educational psychologists has proven highly beneficial in enhancing our understanding of pupils' needs and improving the quality of provision outlined in their EHCPs. These training sessions included What do Educational Psychologists mean by:

- EBSA
- Social Stories
- Comic Strip Conversations
- Paired Reading & Cued Spelling
- Lego Therapy

The training provided staff with deeper insights into the complexities of specific learning difficulties and disabilities, equipping them with practical strategies to better support pupils in the classroom. As a result, we have seen more effective individualised support, improved pupil outcomes, and increased confidence among staff in implementing tailored interventions. This professional development has strengthened our ability to meet the diverse needs of our students and ensure the successful delivery of their education plans.

Development of Outdoor Areas to Support Needs: Outdoor Classrooms

The 2023-2024 academic year saw the installation of two outdoor 'pod' classrooms. We are confident the introduction of an outdoor classroom will significantly enhance our provision for SEN pupils. This flexible space will be utilised for a variety of purposes, including: targeted interventions, wellbeing activities and small group, focused learning sessions. The calming, natural environment will be particularly effective in reducing anxiety, increasing engagement, and providing a quiet, distraction-free area for all pupils to work. The outdoor classroom will be a valuable resource for supporting pupils' diverse needs and fostering a more inclusive and holistic learning experience.

Further Development

Focus for 2024-2025 will be on:

- The continued application and achievement of Inclusion Quality Mark (IQM) accreditation.
- Continued development of provision / technology for pupils with a specific difficulty in Literacy.
- Participation in Primary SEND Advocate training to ensure best possible pupil outcomes

Legislation taken into account when compiling this report include:

- SEND Code of Practice: 0-25 Years 2014
- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Relevant school documentation & policies underpinning this SEN Information Report

- SEND Policy
- Teaching & Learning Policy
- School Accessibility Plan
- Supporting pupils with Medical Needs
- Local Offer
- Children who cannot attend school due to medical needs