



# St Cuthbert's C of E Primary School

The Chase, Great Glen, Leicester LE8 9EQ Tel: 0116 2592764

## SEND Information Report September 2022

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Name of Headteacher: Mrs Jenny Hawkins

SENDCo : Mrs Pauline Guy

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Website address: <https://www.stcuthberts.leics.sch.uk/>

Twitter Feed details: <https://twitter.com/StCuthbertsCEP1>

Age Range of students 4 - 11years old

Total number of pupils identified with SEND: 33

**Welcome to our SEND information report which is part of the Leicestershire Local Offer for Learners with special educational needs.**

### 1. The kinds of SEN that are provided for:

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction (such as autistic spectrum disorder (ASD), Asperger's Syndrome, speech and language difficulties).
- Cognition and learning (such as dyslexia, dyspraxia, dyscalculia, moderate learning difficulties and global development delay).
- Social, emotional and mental health difficulties (such as attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD), attachment disorders, emotional difficulties, mental health difficulties).
- Physical and sensory (such as visual impairments, hearing impairments, processing difficulties, epilepsy).

We have pupils in all these categories of SEND and some pupils may have difficulties in more than one category. This may include pupils with a diagnosis as well as those with learning profiles consistent with the diagnosis.

### 2. Identifying pupils with SEN and assessing their needs

Pupils with SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

The progress of every child is monitored at regular pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are

discussed with the SENCo and a plan of action is agreed with the teacher and shared with parents.

Class teachers are continually aware of pupil's learning. If they observe that a pupil, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- makes little or no progress even when teaching has targeted identified areas of weakness.
- consistently presents emotional or behavioural difficulties which are not reduced by behaviour management techniques usually used in school.
- sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- communication and/or interaction difficulties, and continues to make little or no progress despite a differentiated curriculum.
- fails to match or better the pupil's previous rate of progress.
- fails to close the attainment gap between the child and their peers.

Parents sometimes ask us to look more closely at their pupil's learning. We take all parental requests seriously and strive to investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, a graduated response is implemented by school. This may result in the child being placed on the SEND register.

The SENCo or other trained staff may need to undertake a range of standardised tests with children. These assessments can be used to add to and inform teachers' own understanding and assessments of a child.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have an underlying medical condition or disability.

The SENDCo is Mrs Pauline Guy and the contact details are above.

### **3. Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

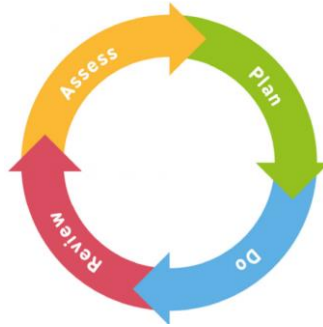
We will formally notify parents when it is decided that a pupil will receive SEN support.

A summary report is given out during each term outlining progress against targets and next steps. Other informal meetings may be scheduled at other time throughout the year and parents are welcome to seek advice and support about their child at any pre-arranged time.

Parents are invited to contribute to meetings 3 times a year (following assessment periods) where they will be asked to contribute to outcomes for their child and they will review progress towards previous targets.

#### 4. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.



- **Assess:** SENDCo and teacher will carry out observations and assessments of the pupil and the teachers, SENDCo and parents to identify and analysis pupil's strengths and area for development. Assessments from outside agencies such as Educational Psychologists can be used with parental consent.
- **Plan:** Identify the intervention and support required and the expected impact on progress, development and behaviour.
- **Do:** Teacher and support staff will implement the support as planned and monitor and observe the pupil, with support from SENDCo.
- **Review:** Teacher, support staff and SENDCo will discuss how effective the support has been and the impact on the pupil's progresses, development and behaviour. The next steps will be discussed with the parents before the next cycle starts again.

The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil.
- Their previous progress and attainment or behaviour.
- Support staff assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services, if relevant .

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## **5. Supporting pupils moving between phases and preparing for adulthood**

We recognise that transitions can be difficult for all pupils, especially those with SEND and take steps to ensure that any transition is as smooth as possible. We encourage all new pupils to visit the school prior to starting when they will be shown around the school. For pupils with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings and write social stories to help them. We also liaise closely with their current Nursey or school.

Nursery visits are carried out for our Foundation Stage pupils. All Parents and carers of Foundation Stage pupils are invited to attend a Welcome Meeting with the Foundation Stage teachers.

If your child is moving classes in school we ensure that all information will be passed on to the new class teacher in advance and a discussion about the needs of all pupils will be discussed at a transition meeting.

If your child is moving to another school we will contact the school SENDCo and ensure that they know about any special arrangements or support that needs to be made for your child. In addition we will make sure that all records about your child are passed on as soon as possible.

If your child is transferring to Secondary school a transition programme will be put into place. Where possible your child will have the opportunity to visit their new school on several occasions and in some cases staff from the new school will visit your child in school.

Further support is provided as necessary for those with SEND including additional visits to the new setting, both individually and as part of an enhanced transition programme for identified pupils.

We liaise closely with staff when receiving and transferring pupils to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

## **6. Our approach to teaching pupils with SEN**

When a pupil has been identified as having Special Educational Needs, the first step is to target their areas of difficulty through quality first teaching and this is differentiated so that the pupil's individual needs are addressed. If the pupil requires additional support and intervention, this will be planned by the teacher will be monitored by the SENDCo.

Differentiation is planned for groups and individuals according to need:

E.g. for a child who has Speech, Language and Communication Needs (SLCN), teachers will use simplified language and/or pictures to support them to understand new vocabulary.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

We provide the following interventions across the school to support pupils to catch up in areas they are behind in. These interventions include:

- Big Moves - an intervention to support gross and fine motor skills in Foundation Stage and with individual children who need it.
- Sensory circuits.
- Direct Instruction Precision Teaching - a 1:1 sight reading intervention / 1:1 spelling intervention
- Emotional Literacy Support ( ELSA)

- Fine motor skills
- Handwriting
- Maths
- Phonics
- Reading inference
- Reading comprehension
- Speech and language therapy targeted intervention

## **7. Adaptations to the curriculum and learning environment**

Quality First Teaching should allow all pupils including those with SEND to follow the curriculum and enjoy equality of opportunity. All work within class is pitched at an appropriate level so that all children are able to access this according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class. Class teachers differentiate work in order to meet the needs of all pupils. Where pupils are identified as having special educational needs, the staff provide for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs.

Differentiation may occur by:

- Outcome – All children complete the same task/activity. The teacher requires a different outcome from individual pupils in terms of quality and quantity of work.
- Task - Groups complete a different activity but all activities are designed to show competence in the same curriculum area.
- Resources – Some children are given additional or different equipment to complete a task, e.g. a coloured overlay, pencil grip, iPad.
- Teacher focus – The teacher gives a different amount of support to individuals to enable them to complete an activity e.g. giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.
- Grouping – Small group work supported by support staff.

Please refer to the school Accessibility Plan - this outlines the school plan for ensuring equal access, which can be found following this link:

<https://www.stcuthberts.leics.sch.uk/attachments/download.asp?file=35&type=pdf>

## **8. Additional support for learning**

The SEN budget is allocated each financial year. The money is used to provide additional support and resources dependent on a pupil's needs. We ensure that all pupils who have Special Educational needs are met to the best of the school's ability with the funds available.

- We have teachers and support staff who deliver programmes designed to meet groups of pupil's needs. This could include small group support work in class, individual support and small groups to develop social skills or provide nurture.

- Quality First Teaching is clearly defined in our setting and we expect all staff to deliver this. Should additional support be required, this is undertaken after discussions with the relevant staff, the pupil and their families as necessary.
- The SENCO oversees all additional support and regularly shares updates with the Senior Leadership Team.
- If a pupil potentially needs extra support, the class teacher will inform the SENDCo and the SEND cycle will begin with assessment and evidence gathering.

Access arrangements can also be made for public examinations e.g. Key Stage 1 and Key stage 2 Standard Assessment Tests (SATs).

These may be appropriate:

- For a pupil extra provision is already made within the classroom practice e.g. a scribe, additional time, transcript or a reader for some tests.
- A pupil requires alternative access arrangements due to disability or because of behavioural, emotional or social difficulties e.g. modified test papers or to take the test in an alternative location.
- A pupil require rest breaks due to a specific learning difficulty.

A full list of access arrangements and information on each one is available on the Department of Education website.

## **9. Expertise and training of staff**

The SENDCo, Mrs Pauline Guy is responsible for all duties as set out for Special Educational Needs Co-ordinator (SENCo) and manages the provision we make for pupils with SEND. She has achieved Postgraduate Certificate in Special Educational Needs Coordination (The National Award for SEN Coordination) in 2019. She regularly attends courses and keeps up to date with current practice and future developments around SEND issues. The SENDCo is involved in planning and delivering ongoing programme of training for teachers and support staff.

- We are committed to developing the ongoing expertise of our staff in the area of SEND to ensure that both teachers and support staff effectively meet the needs of the pupils. Continuing professional development programmes for training, both outside and within school, are planned on an individual basis through staff appraisal meetings and when needs arise. All our teachers, including cover supervisors, higher level teaching assistants, learning support assistants, receive regular training to best support our pupils with SEND, for example in Dyslexia, Autism, speech and language needs.
- The school has a school improvement plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND, to ensure consistency of the school's approach and/or individual training requirements.
- Individual teachers and support staff attend training courses directly linked to the needs of specific children in their class e.g. using visual strategies, challenging behaviour management, ASD, ADHD, speech and language.

## **10. Securing equipment and facilities**

Our school is suitable for pupils with physical disabilities because of its design and facilities. Wheelchair access is provided and in the foyer there are disabled toilet facilities. The school has a disabled parking bay.



We liaise with the Specialist Teaching Service to ensure the classroom environment is suitably prepared for pupils with specific learning needs, visual and hearing impairments.

We ensure wherever possible that equipment used is accessible to all pupils regardless of their needs.

## **11. Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term.
- Using pupil questionnaires.
- Monitoring by the SENCo.
- Using Pupil Progress meeting termly to measure progress.
- Holding annual reviews for pupils with Educational Health Care Plans

Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Head Teacher or Senior Leadership Team to discuss the progress of the pupils in their class. This information is used to update interventions and the support needed. This information will be shared with parents three times year (following assessment periods). This meeting will give parents the opportunity to record their concerns, be updated on their child's progress/attainment and help to agree outcomes for the pupil.

- When the pupil's targets are reviewed comments are made against each target to show what progress the pupil has made. If the pupil has not met the target, the reasons for this will be discussed with the SENDCo. Then the target may be adapted into smaller steps or a different approach may be tried to ensure the pupil does make progress.
- Occasionally, a pupil may need more expert support from an outside agency such as the Speech and Language Therapist, Educational Psychologist or Paediatrician. Referral forms are completed in conjunction with parents/carers and forwarded to the most appropriate agency.

## **12. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All children are included in all parts of the school curriculum, including our before and after school clubs. We aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. Where there are concerns for safety and access, further detail is added to the risk assessment to consider if reasonable adjustments can be made to meet any additional needs; if appropriate parents/carers are consulted and involved in planning.

The school is accessible to pupils with physical disability via ramps. We ensure that equipment used is accessible to all pupils regardless of their needs.

- If a pupil requires specific equipment due to a diagnosed SEND need, we will work with the appropriate agencies to accommodate these requirements.

- Please refer to the school Accessibility Plan - this outlines the school plan for ensuring equal access, which can be found following this link:  
<https://www.stcuthberts.leics.sch.uk/attachments/download.asp?file=35&type=pdf>

### **13. Support for improving emotional and social development**

We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a pupil's well-being. We have a caring, understanding team. Pupils are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social, Health and Citizenship Education (PSHCE) curriculum is also taught explicitly on a weekly basis. As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils.

- The class teacher has overall responsibility for the pastoral, medical and social care of every pupil in their class, therefore this would be the parents' first point of contact.
- If further support is required the class teacher liaises with the SENCO for further advice and support. This may involve support from Mrs Kerr our school Emotional Literacy Support Assistant (ELSA).

Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place. Pupils' views are sought through the school and class council.

- Behaviour is not classified as SEND. If a pupil shows consistent unwanted behaviours, the class teacher will assess the pupil's needs, taking into account family circumstances and the pupil's known history of experiences. If the pupil's behaviour is felt to be a response to trauma or to home based experiences (e.g., bereavement, parental separation) we may refer to relevant outside agencies to support the family and child through that process.
- If parents and school are concerned that the pupil may have mental health needs, we encourage the parents to ask their GP for a referral to CAMHS (Child and Adolescent Mental Health Services), or the school may make the referral through the Educational Psychologist or school nurse.
- All pupil's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.
- The school has a zero-tolerance approach to bullying, especially towards pupil's with SEND. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

Attendance of every pupil is monitored on a daily basis by the administration department. Lateness and absence are recorded, reported and acted upon, where necessary, by the Headteacher, Mrs Jenny Hawkins.



#### **14. Working with other agencies**

We have many links with outside agencies to support pupils and their families. These include:

- Autism Outreach Team (AOT)
- ADHD Solutions
- Child and Adult Mental Health Services(CAMHS)
- Educational Psychologist
- Cognition and Learning Team
- Hearing Impairment Team
- Oakfield Short stay School
- Occupational Therapy
- School Nurse/Community Paediatrician
- Specialist Teaching Services
- Speech and Language Therapy (SALT)
- Visual Impairment Team

#### **15. Complaints about SEN provision**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the School's Complaints Policy and Procedure, which can be found following this link: <https://www.stcuthberts.leics.sch.uk/attachments/download.asp?file=41&type=pdf>

#### **16. Contact details of support services for parents of pupils with SEN**

- Autism Outreach - Accessed after diagnosis through the SENDCo.
- Community Paediatrician – Accessed via the child's GP (we can provide a supporting letter if needed).
- Early Help – either Self-Referral or see the SENDCo for more information/professional's referral.
- Educational Psychology Service - Accessed through the SENDCo.
- Health Services - Accessed through the SENDCo
- Specialist Teaching Services - Accessed through the SENDCo via Referral.
- Supporting Leicestershire Families/Social Services/Counselling - Accessed via the Headteacher.
- It is the Local Authority's duty to provide advice and information to children and young people and their parents relating to SEND.

Details of the Local Authority's Local Offer can be found on this website:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/where-to-start-with-send/what-is-the-local-offer>

## **17. Contact details for raising concerns**

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your first point of contact would be your child's class teacher to share your concerns'.
- Then SENDCo : Mrs. Pauline Guy
- Then Headteacher: Mrs. Jenny Hawkins

## **18. The local authority local offer**

Information about this school's Local Offer and other SEND information is published on the school website and can be found by following this link:

<https://www.stcuthberts.leics.sch.uk/>

Our local authority's local offer can be found by following this link:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/about-the-local-offer/what-is-the-local-offer>