

SEND School Information Report

St Cuthbert's Catholic Primary School

Updated September 2021



See weblink to North Tyneside Local Offer:

<https://my.northtyneside.gov.uk/category/1243/local-offer-special-educational-needs-and-disabilities-send>

Introduction

All North Tyneside Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA 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.

Definition of SEN:

A child or young person has SEN if they have a learning difficulty of disability which calls for special educational provision to be made that is additional to or different from that made generally for other children or young people of the same age. (Code of Practice 2015. P16)

The four broad 'areas of need' are: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory and Physical Needs.

What is the Local Offer?

The LA Local Offer: The Children and Families Bill was enacted in 2014. From this date, Local Authorities and schools were required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs/Disabilities (SEND) aged 0-25 (2015). This is the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It is also an important resource for parents in understanding the range of services and provision in the local area.

What is the School SEND Information Report?

This utilizes the LA Local Offer (above link) to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to meet.

Our ethos and approach:

At St Cuthbert's Catholic Primary School, we embrace the fact that every child is different, and therefore, the educational needs of every child are different; this is certainly the case for children with Special Educational Needs. At St Cuthbert's Primary School, we value our diverse community. Our school vision is based on equality and valuing each and every individual in our school community. As a Catholic school, we hold the Gospel teaching central to everything we do and endeavor that:

- Everything we do is done in the spirit of the Gospel teachings.
- Shared values are at the heart of St Cuthbert's and essential for us to continue thriving as a community.
- St Cuthbert's is a significant part of our children's and families lives. We do everything we can to ensure the children in our care are physically and emotionally safe and that families can trust us to do this.
- We believe in the power of awe, wonder, enthusiasm, enquiry and self-confidence and teach a curriculum which encompasses all of these sensations.
- All our staff seek to motivate our children and each other, giving and expecting the best in every area of school life.
- We value all individuals equally and seek to know them well and to treat children the way they might become rather than as they are.
- We believe in building quality relationships and look to the successful education of the whole child.
- We understand the part we play in our local and wider community and we make sure our children and families share this understanding through a wide range of curricular events.
- We aim to be outstanding in all areas of school life.

Our mission statement is the back-drop for all we do in school, including our work with our children with additional learning needs. This document gives families information about the variety of ways we ensure we support our children with special educational needs and/or disabilities (SEND) to achieve their potential. We provide a full range of educational and pastoral support to all and our children with SEND make very good progress. The information here is general; each child is an individual and will receive unique provision and resources where necessary.

[The questions below give you more information about the Local Offer from St Cuthbert's Catholic Primary School and how we can support your child.](#)

What sort of concerns or SEND issues might be shared between school and home?

There are a number of reasons why a child may be identified as having SEND:

- They are having significant difficulty with their learning and making far less progress than would be expected.
- They have a specific learning difficulty, for example dyslexia.
- They have emotional or mental health difficulties.
- They have difficulties with social communication and interaction.
- They have sensory and/or physical needs, for example a hearing impairment.

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

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 Co-ordinator (SENCo) – (Ms Shepherd).
- The school SEND Governor (Mrs A Glen-Ravenhill) can also be contacted for support.

What support is offered to pupils with additional needs?

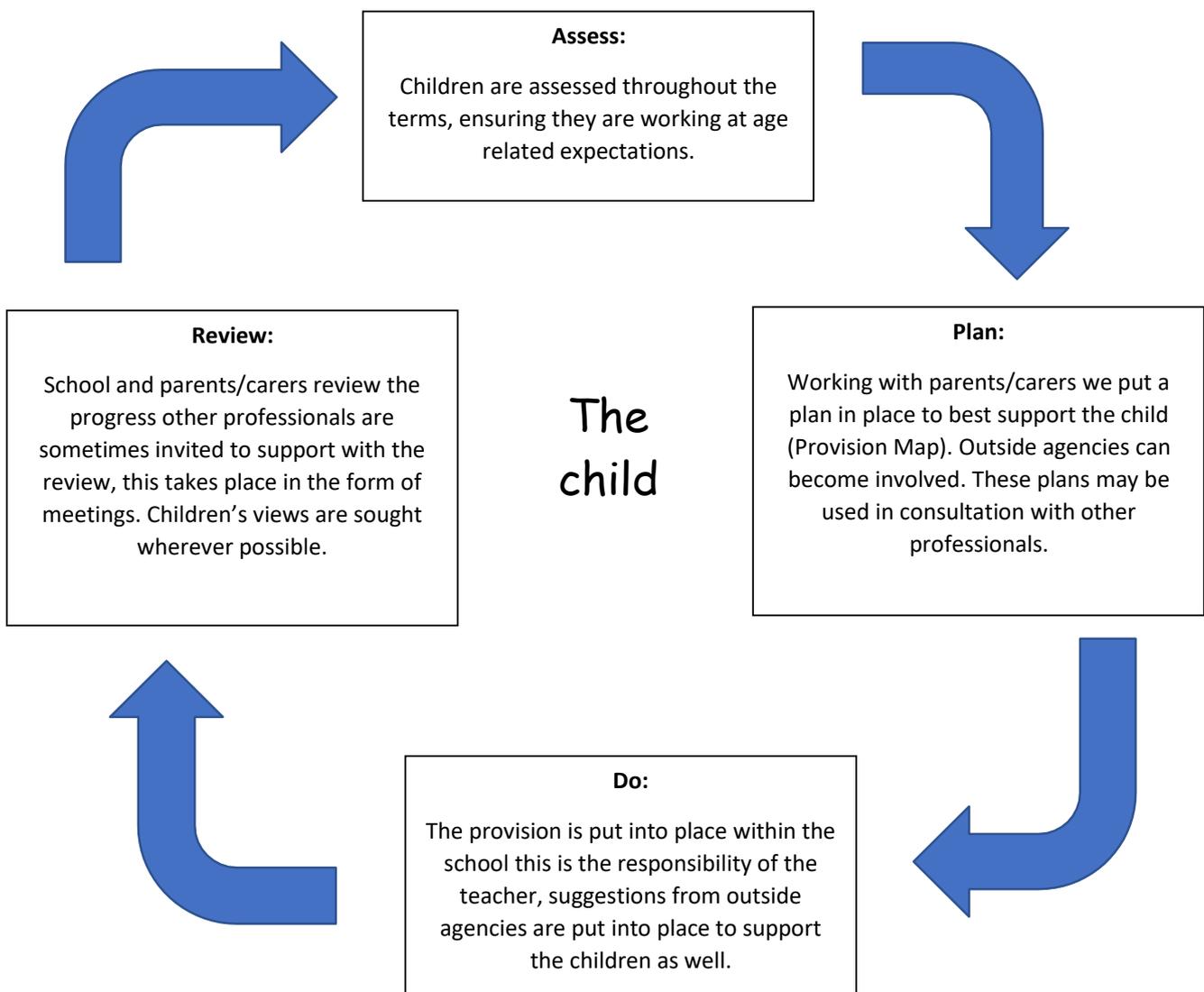
At St Cuthbert's, we adopt a graduated approach – a four part cycle (assess, plan, do, review). Through this cycle, actions are reviewed and refined as understanding of a child's needs and the support required to help them secure good outcomes increases. This graduated response always begins with QFT (Quality First Teaching). From here, it may be thought necessary to adopt some more specifically differentiated strategies within the classroom or to use intervention group work. After this approach, school may consider the need for advice from other professionals and individual targets through "School Support" would help to devise an individual Provision Map. In some cases, these actions may lead to Statutory Assessment with a view to obtaining an EHCP (Education and Health Care Plan).

See approach outlined below:

Where pupil is identified as having special educational need school will follow a graduated approach which takes the form of a cycle which is 'assess, plan, do and review'

- Assess a child's special educational needs
- Plan the provision to meet your child's aspirations and agreed outcomes
- Do put the provision in place to meet those outcomes
- Review the support and progress

Here is how this cycle works at St Cuthbert's Primary School:



*Provision Maps are reviewed each term. However, this cycle continues throughout the year addressing the needs of the child all the time.

For all children at St Cuthbert's School who have an additional need we ensure:

Quality First Teaching (Class teacher input via excellent targeted classroom teaching)

For your child this would mean:

- That the teacher had the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- At times the teacher may direct a Teaching Assistant to work with your child as part of normal working practice.
- 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 SENCo or outside staff) 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 gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- All children in school should be getting this as part of excellent classroom, practice when needed.
- Specific group work within a smaller group of children.

This group, often called intervention groups by schools, may be:

- Run in the classroom or outside.
- Run by a teacher or most often a Teaching Assistant who has had training to run these groups.
- This means they have been identified by the class teacher as needing some extra support in school.

For your child this would mean:

- He/she will engage in group sessions with specific targets to help him/her to make progress.
- A Learning Support Assistant/Teacher will run these small group sessions using the teacher's plan.
- This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

"School Support" Stage

Sometimes intervention groups may not address specific difficulties a child may be displaying. They may have been identified by the class teacher/SLT (Senior Leadership Team)/SENCo as needing some extra specialist support, perhaps with involvement of other professionals outside the school.

For your child this would mean:

- Your child will have been identified by the class teacher or SENCo (or you will have raised your own concerns) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may 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, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- Support to set better targets which will include their specific expertise.
- A group run by school staff under the guidance of the outside professional e.g. a social skills group.
- A group or individual work with outside professional.

The school may suggest that your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place. This type of support (School Support stage) is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. In some cases, these actions might indicate that Statutory Assessment is required when additional funding outside of the school's budget is sought through an EHCP (Education and Health Care Plan).

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

- The school budget, received from North Tyneside 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 SENCo 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. From this information, they decide what resources/training and support is needed.
- The school identifies the needs of SEN pupils on the SEND Register and Individual Provision Maps are written with targets to address needs. This identifies all support given within school and is reviewed at least termly.

Changes are made as and when required, so that the needs of children are met, and resources are deployed as effectively as possible.

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

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally with the Headteacher and SENCo every term in reading, writing and maths.
- 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. In some instances, these may be deemed inappropriate and "Special Consideration Guidance" will be referred to.
- Children at the stage of School Support will have a Provision Map (and Support Plan if there is a view towards statutory assessment) setting out termly targets. Progress against these targets will be reviewed and updated each term at meetings held with families, the class teacher and SENCo.
- The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education, including the child's views wherever possible.
- The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.
- Regular typicality walks, book scrutinies and lesson observations will be carried out by the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

How is the extra support monitored and information shared with parents?

Provision Maps (previously Individual Educational Plans)

Typically, a child with Special Educational Needs and/or Disabilities who receives support above the group intervention stage will be monitored on the school's SEND Register and will have a Provision Map which sets out targets that are currently being worked on and what additional provision is put in place for that child. The content of the Provision Map is negotiated, as appropriate, with the child and the child's family. This is why it is so important that parents/carers attend our parent evenings and Provision Map Day meetings.

For many children, targets will be connected to learning and will often be specifically to do with literacy and numeracy. For other children, they may be to do with social interaction, communicating with children and adults, emotional difficulties, overcoming physical issues (for example problems to do with fine motor control) ... the list is endless! The most important point is this: targets depend on the needs of the child.

Support Plans

In addition to a Provision Map, children working at School Support stage may also have a Support Plan. This will contain extra relevant information gathered from the school, outside agencies and parents/carers containing background information which can be shared with all of the people working with your child. This might be deemed useful if it is thought that a request for statutory assessment may be needed.

Specified Individual support

- This is usually provided via an Education, Health and Care Plan (EHCP) as of September 2014 (previously a Statement of Special Educational Needs). This means your child will have been identified by the class teacher and SENCo as needing a particularly high level of support or small group teaching and an application for funding will have been made to the Local Authority for an Education, Health and Care (EHC) assessment. In short, an EHC assessment is a detailed investigation to find out exactly what your child's Special Educational Needs are. This assessment can lead to an EHC plan, which brings together the child's education, health and social care needs into a single, legal document. This document would set out what extra support they might receive to meet those needs. The process is completed within 20 weeks. The number of hours will be specified by the Local Authority and the EHCP will be reviewed annually.

Usually your child will also need support from other professionals outside of school. This may be from:

- Local Authority central services such as the Educational Psychology Service or the Outreach Team.
- Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational Therapy, CAMHS (Child and Adolescent Mental Health Service), or Sensory Service (for students with a hearing or visual need).

For your child this would mean:

After the school have sent in the request to the Local Authority (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 the 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 support they have been receiving in school.

After the reports have all been sent to the Local Authority (L.A), the L.A will then decide if your child's needs are severe, complex and lifelong and whether or not they need more specified extra support in school to make good progress. If this is the case they will write an Education Health and Care Plan (EHCP) and a meeting will be arranged in school to ensure the plan is implemented. If this is not the case, they will ask the school to continue with their interventions at School Support stage.

The ECHP 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.

This type of support is available for children whose learning needs are:

- More persistent, complex or lifelong
- Need more than a specified number of hours support in school

Who are the people providing services to those with SEND in this school?

School provision:

- Teachers responsible for teaching SEN groups/individuals.
- Teaching Assistants mainly working with either individual children or small groups on intervention programmes or specifically tailored programmes, or on targets recommended by outside agencies such as the Language and Communication Team or Sensory Service.

Examples of Local Authority Provision delivered in school:

- Educational Psychology Service
- Sensory Service
- SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service)
- SALT (Speech and Language Therapy)
- Language and Communication Team
- Dyslexia Team

Examples of Health Provision delivered in school:

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- Occupational Therapy
- Physiotherapy
- Children and Adolescent Mental Health Service (CAMHs)

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

The SENCo supports 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 Dyslexia, Autism Spectrum Disorder (ASD), Speech, Language and Communication, hearing impairment, specific literacy and numeracy difficulties and SEMH programmes for example.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children.

How do school, home and outside agencies support each other?

For all children at St Cuthbert's School who have an additional need we also:

- Recognise that the family is the expert on their child and work in partnership with them.
- Employ an experienced Special Educational Needs Coordinator (SENCo) to lead on SEND provision across the school.
- Assess and review the learning of our SEND children; the Senior Management Team using that information to inform future planning and teaching.
- Provide teaching assistants in class who work with SEND children and also, importantly, support other children so that the teacher has more opportunities to work with the SEND children.
- Hold regular meetings for teaching assistants with the SENCo, to review children, interventions and resources and to adapt provision where necessary.
- Support our families with children with SEND, formally through review meetings and informally through our "open door" approach and SENCO "drop in" sessions. Families are also advised of other services and organisations which may offer further advice and support.
- Seek advice from outside agencies to ensure each child's needs are fully identified and understood and to learn from specialists how best to support our SEND children.
- We evaluate intervention groups and strategies on a termly basis.
- Regularly evaluate our teaching resources to ensure they are accessible to all SEND children.
- Ensure our school activities and trips, as far as is possible, are accessible to all our SEND children.
- Hold termly review meetings with families for children with a higher level of SEND.
- Provide on-going SEND training and information for teachers and teaching assistants
- Liaise closely with secondary schools at transition times to ensure SEND pupil information is clearly communicated and recommendations heard so that the move to secondary school is as smooth as possible. All records are passed on

to schools, outlining support received and any outside agency involvement your child has received.

How is St Cuthbert's Catholic Primary School accessible for children with SEND?

- The school is fully compliant with the Equality Act 2010.
- The school has easy access and wide doors and ramps.
- There is one disabled toilet and changing facilities.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.

How will we support your child's emotional and social development and offer pastoral and medical support?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative. For those children who find aspects of this difficult we offer:

- One to one support and pastoral care, access to programmes such as Thrive (SEMH).
- Support to ensure children access extra-curricular clubs to enable them to learn how to co-operate with one another in a small group and be responsible for looking after a living environment.
- The school yard is staffed with teachers who greet and welcome pupils and their families each morning. This ensures a smooth transition between home and school each day.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required the class teacher liaises with the Headteacher and Assistant Headteachers for further advice and support.

This may involve working alongside outside agencies such as Health and Social Service.

Children with eating difficulties are encouraged in school to try different types of food. If necessary children are supported in the dining room. Children are not rushed to eat their food.

If your child still needs extra support, with your permission, the SENCo will access further support from the Local Authority

How is transition managed?

Throughout their time at St Cuthbert's, our children are familiar with all members of staff as our creative curriculum offers many opportunities to spend time with other classes and teachers. Before the end of each academic year, transition meetings are held with teachers and support staff to discuss each child's targets. There is close liaison with high schools, particularly in the Summer term and children are encouraged to attend sessions at available Summer schools.

From primary to secondary can seem incredibly daunting for any child but especially some of our children with SEN, this means it is vital that we have excellent links with our secondary schools, for our children with SEN they are offered as many visits to the secondary school as needed and these are done with staff from our school. We have close working relationship with the local secondary schools, sharing information about the children and offering them multiple visits as required. The secondary school have also created resources such as leaflets about what the school looks like, what to expect and who the teachers are.

For children who are joining our school or leaving our school part way through their school career we offer visits for them if needed and the class that they are going into a member of staff from there will visit them at their current/new setting to aid with the move.

Statement of Intent for Supporting Equality

At St Cuthbert's Catholic Primary School we are committed to equality. We aim for every pupil to fulfil their potential no matter what their background or personal circumstances. Our School is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued.
 - Include and value the contribution of all families to our understanding of equality and diversity.
 - Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people.
 - Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
 - Make inclusion a thread that runs through all of the activities of the school
- St Cuthbert's Primary School prides itself in being very inclusive and will endeavour to support every child regardless of their level of need. All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented.

To successfully match pupil ability to the curriculum there are some actions we may take to achieve this:

- Ensure that all pupils have access to the school curriculum and all school activities.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- Pupils to gain in confidence and improve their self-esteem.
- To work in partnership with parents, pupils and relevant external agencies in order to provide for children’s special educational needs.
- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- To make suitable provision for children with SEN to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all children with SEN are fully included in all activities of the school in order to promote the highest levels of achievement.
- To promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
- To give every child the entitlement to a sense of achievement.

To regularly review the policy and practice in order to achieve best practice.

What are SEND need types?

At St Cuthbert’s we embrace the fact that every child is different and, therefore, the educational needs of every child are different – this is certainly the case for children with Special Educational Needs. The categories below are a useful outline:

Type of SEND	Support provided in school
<p><u>Communication and Interaction</u></p> <ul style="list-style-type: none"> • Autism Spectrum Disorders (ASD) • Speech, Language and Communication Needs 	<ul style="list-style-type: none"> • We use visual timetables when needed to support children to understand what will happen and when. • We use social stories to help children learn how to approach different social situations. • We use programmes focusing on friendship • We use group programmes focusing on talk and talk for writing to develop literacy skills • We have a variety of resources available to use, depending on a child’s sensory difficulties • Time is spent with children helping them to identify situations that cause anxiety and finding ways to relieve that anxiety • We run small group and individual speech and language sessions • We access the expertise and advice of the local authority Speech and Language Team and the language and Communication Team.

<p><u>Cognition and Learning Needs</u></p> <ul style="list-style-type: none"> • Moderate Learning Difficulties (MLD) • Specific Learning Difficulties (SpLD) 	<ul style="list-style-type: none"> • We access the expertise and advice of the North Tyneside Educational Psychology Service in identifying learning difficulties and developing targeted support • We seek advice and assessments from The Dyslexia Referral Team • We provide small group/individual support with a focus on literacy or numeracy skills, depending on need. • We use a range of ever-developing intervention programmes based on the needs of individuals and groups to improve literacy or numeracy skills- e.g. Blast, Pirate Writing Crew, Dragon Hunters, Boosting Reading, Time to Talk, Talkabout and Narrative Programmes. • We provide resources to support children with specific needs- e.g. practical maths apparatus, coloured overlays, reading rulers and ICT word recognition tools to help with reading for our dyslexic children.
<p><u>Social, Emotional and Mental Health Needs</u></p> <ul style="list-style-type: none"> • Mental Health Condition • Social Difficulties • Emotional Difficulties 	<ul style="list-style-type: none"> • We provide excellent pastoral care for our children. • We create behaviour management plans where necessary, to ensure children can access the curriculum and all children remain safe. • We complete risk assessments and then take action to ensure the safety and inclusion of all children, whenever possible, in all activities • We put in place short term support for a child with a specific emotional need, for example, bereavement. • We run small group sessions with a focus on social skills (eg Socially Speaking, Time to Talk, The Friendship Formula or Talkabout). • We seek the expert advice and support of outside agencies, including CAMHS (Child and Adolescent Mental Health Service), The Language and Communication Team and the Educational Psychology Service. • Our Thrive programme is also part of our SEMH provision.
<p><u>Sensory and Physical Needs</u></p> <ul style="list-style-type: none"> • Hearing/Visual Impairment 	<ul style="list-style-type: none"> • We request and act upon advice and guidance from the Occupational Health Service.

<ul style="list-style-type: none"> • Physical Disabilities • Multi- Sensory Impairment • Medical Needs 	<ul style="list-style-type: none"> • We provide support and practical aids where appropriate to ensure pupils can access the curriculum. • We seek advice and guidance from school health for pupils with significant medical needs • We run intervention sessions to improve fine and gross motor skills, e.g. handwriting programmes. • When it is appropriate we use ICT to enhance pupil's access to the curriculum. • When required staff receive training in understanding the impact of a physical or sensory need on the teaching of learning of the child. • The main entrances to school have ramps fitted to allow wheelchair access. • Our school has a disabled toilet. • Our staff understand and apply the Medicine Policy
---	---

Who can I talk to?

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 SENCo know as necessary.
- Writing a Provision Map and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are able to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND

The SENCO (Ms Lisa Shepherd):

Responsible for:

- Coordinating and evaluating the effectiveness of the support for children with Special Educational Needs and/or Disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

- Updating the school's SEND register/provision (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are efficient records of your child's progress and needs.
- Obtaining specialist advice and support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Ensuring that you are:

- Involved in supporting your child's learning.
- Kept informed about the support your child is getting.
- Involved in reviewing how they are doing.

School holds individual review meetings each term for children on the SEND register to discuss progress and future targets with parents/carers, the class teacher and SENCO.

Head Teacher (Mr Shaun Dillon):

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND and evaluating the effectiveness of support and interventions available.
- The Head Teacher makes sure that the Governing Body is kept up to date about any issues in school relating to SEND.

SEND Governor (Mrs A Glen-Ravenhill):

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Keeping up to date with issues currently effecting the school and the larger national picture.

How will the school deal with a complaint from a parent of a pupil with SEND?

- If you have concerns or a complaint about your child's progress, and he or she is getting either no or only limited extra help at school, you should first talk to your child's class teacher or raise the matter with the head teacher or SEND Co-ordinator (SENCO). They will establish the level of support required for your child.
- If you or the school believes that your child is failing to make sufficient progress with the level of support that the school can provide, you can ask the Local Authority to carry out a statutory assessment of your child's SEND. If you are unhappy with that process you can put your complaint in writing to the

Headteacher or Chair of Governors or the Local Authority. They will ensure that all parties are aware of your concerns and that those concerns are addressed as soon as possible (and within a maximum of 12 weeks).

What do our children and families say about St Cuthbert's?

Parental questionnaires completed at Provision Map day meetings reveal that: parents believe that the school caters excellently for the individual needs of the child; that children feel well supported in school and that all parties concerned are kept well informed of their child's progress.

"I'm really pleased with all the support we receive from all the staff towards (our child's) development. The best decision we've made sending our daughter to St Cuthbert's".

"(Our Child) has recently gone through a very difficult spell lately and the school have been excellent in their help and understanding. They couldn't have done more. It's much appreciated".

Feedback from children is entirely positive too:

"I love going over some maths like long division in a small group – we do extra card challenges. I like taking them home to show my mam."

"I find spellings hard to learn but Mrs shows me how to remember them. It's easier now".*

"Pirate Writing Crews is the best lesson of the week- we wrote messages in bottles. It was cool!"

Other related documentation:

Click below to go to North Tyneside's Local Offer:

<https://my.northtyneside.gov.uk/category/1243/local-offer-special-educational-needs-and-disabilities-send>

- SEND Policy
- ANTI BULLYING Policy
- Accessibility Plan
- Supporting pupils with Medical Needs
- Supporting pupils with Additional Health Needs

Are there any Support Services for parents of pupils with Special Educational Needs?

The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) provide advice and information to young people, and parents whose

children have Special Educational Needs. They provide impartial and factual support on all aspects of the SEND framework to help parents play an active and informed role in their child's education. Tel: 0191 643 8317/8313

Email: SENDIASS@northtyneside.gov.uk

<https://my.northtyneside.gov.uk/category/649/information-advice-and-support-sendiass>

Helpful websites:

The Disability and Additional Needs Service. dans@northtyneside.gov.uk or telephone 0345 2000108

The National Autistic Society: www.autism.org.uk

Dyslexia Action: www.dyslexiaaction.org.uk

www.thedyslexia-spldtrust.org.uk

Attention Deficit Hyperactivity Disorder: www.adhd.org.uk

Speech, language and communication <https://www.thecommunicationtrust.org.uk>

<https://www.autism.org.uk/about/in-education/homework.aspx>

Setting up visual schedules

<https://www.homeschooling-ideas.com/home-school-schedule.html>

For more information about our provision for children with Special Educational Needs and/or Disabilities, and/or if you have any questions or queries about SEND, please speak to Ms Shepherd (SEnCo).

Reviewed September 2021

Next review date May 2022