Special Educational Needs and Disability (SEND) Information Report

2026

St Cuthbert's Catholic Primary School

Approved by:	Governing Body	**Date:**	September 2026
Last reviewed on:	September 2026		
Next review due by:	September 2027		

Contents

1. Introduction 2
2. Definition of SEN 3
3. Admission Arrangements for Pupils with Disabilities 3
4. Accessibility 4
5. SEND Contact Details 4
6. Working in Partnership with Parents and Pupils 4
7. SEN Provision 5
8. Education Health and Care Assessment 7
9. Preparation for Adulthood 8
10. Inclusion Beyond the Classroom 8
11. Support for Emotional and Social Development 9
12. Measures to Prevent Bullying 9
13. Transition 10
14. Agencies and Partnerships 10
15. Staff expertise and training 11
16. Compliments, Complaints and Feedback 11

---

1. Introduction

You are unique, talented and loved by God

Every child has the right to an education (Article 28 UNCRC)

Education must develop every child's personality, talents & abilities to the full (Article 29 UNCRC)

At St. Cuthbert's Catholic Primary School we are committed to meeting the special educational needs of all pupils enabling them to achieve their very best. In line with our mission statement, where Christ is our inspiration, children can feel valued, confident and secure. We believe that each person is unique, talented and loved by God. As a school, we aim to create a challenging, stimulating and effective learning environment where children with SEN have their particular needs recognised, enabling them to achieve success.

We understand that it can be a difficult time for parents/carers and families in the early stages of identifying a child with additional needs. We aim to reassure and support parents/carers throughout the SEN process. Parents hold key information and knowledge about their child, which is integral tosupporting their child's learning. We will always keep parents/carers informed about their child's additional needs and will invite them to review meetings.

This document outlines the variety of ways we ensure we support our children with SEND (Special Educational Needs and/or Disabilities) to achieve their potential. It outlines the skills, resources and techniques that we currently use to provide a full range of educational and pastoral support for all of our children. This continues to be developed and modified to meet the changing requirements of each individual child, allowing them to receive a unique provision.

2. Definition of SEN

A child or young person has SEN if they have a learning difficulty or 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)

There are four broad areas of Special Educational Need:

Communication and Interaction

Includes pupils with Autism Spectrum Condition and those with Speech, Language and Communication Needs.

Cognition and Learning

Includes pupils with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties.

Social, Emotional and Mental Health Difficulties

Includes any pupils who have an emotional, social or mental health needs that is impacting on their ability to learn.

Sensory and/or Physical Difficulties

Includes pupils with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

3. Admission Arrangements for Pupils with Disabilities

The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. Our admissions criteria can be found in the policies area of our website. Further considerations are made in the light of need and accessibility. Steps are taken to prevent any pupil being treated less favourably than others. In practice we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those with Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation for all pupils.

4. Accessibility

We are committed to ensuring that all pupils can access the curriculum and the physical environment. We make reasonable adjustments to meet individual needs, including adaptations to teaching, resources and the school environment.
The Accessibility Plan is available on the school website.

5. SEND Contact Details

If you need any information regarding SEN please feel free to contact:

- SENCO, Mrs. Susan Lambert
- Headteacher Mrs. Nicola Noble
- Deputy Headteacher Mrs. Elaine Parlett
- SEND link governor Mrs Kelly Lamond
-
- 01915813090
-
- office@stcuthbertsprimary.com

The SEN information report is reviewed annually. Other relevant policies including admissions, accessibility, attendance, equality, SEND and Safeguarding can be found on the policies page of our school website.

https://www.stcuthbertsprimary.com/policies/

6. Working in Partnership with Parents and Pupils

At St Cuthbert's Primary School, we recognise the importance of working closely with parents, carers and pupils to ensure the best possible outcomes for children with SEND. Parents and carers are encouraged to share information about their child's strengths, needs and aspirations and are involved throughout the graduated approach of Assess, Plan, Do, Review.

We value the views of all pupils and encourage children to contribute to discussions about their learning and support where appropriate. Parents and carers are invited to attend review meetings and are kept informed of their child's progress and any provision that is in place.

We believe that positive partnerships between home and school are essential in supporting children to achieve their full potential.

7. SEN Provision

7.1 Identifying children with SEN

Most children in school will have their needs met through good classroom practice, or 'Ordinarily Available Provision' (OAP). This can be called Quality First Teaching. Class teachers are responsible and accountable for the progress and development of all pupils in their class, including those who access additional support from teaching assistants or specialist staff.

Concerns about a child's progress may be raised by:

- Class teachers
- Parents/carers
- External professionals

Initial concerns are discussed with the SENCO and monitored through a period of targeted support before a decision is made about placing a child on the SEND register. This is evidenced on a Short Note.

Where a child is identified as having a special educational need we will provide support that is **additional to** or **different from** the approaches and learning arrangements normally provided as part of Quality First Teaching.

When providing support that is "additional to" or "different from" we engage in a four-stage process in accordance with the Code of Practice 2015:

Assess a child's special educational needs – This would include assessment by teachers supported by the SENCO, observations and assessments carried out by the educational psychologist and advice from outside agencies.

Plan the provision to meet your child's aspirations and the class teacher plans agreed outcomes – Additional or different provision is planned by the class teacher with the support from the SENCO and external advice where it has been requested. Targets are set and formalized in a short note, a support plan or an EHCP and are discussed with parents/carers and the child.

Do put the provision in place to meet those outcomes – Interventions are put in place and time and support is allocated for them to be carried out.
Review – measuring the impact of support provided, and considered whether changes to that support need to be made. All those involved – pupil, parents or carers, teacher, SENCO and external agencies contribute to this review. This stage informs the next cycle. This cycle is ongoing and ensures provision is continually adapted to meet changing needs.

7.2 SEN Provision

At St. Cuthbert's Catholic Primary School we have children with a range of needs across the four broad areas of need. Children who are identified as having a need are supported by staff in their classes and by the SENCO.

The current SEN register is 20% (EHCP and SEN support combined) which is broadly in line with national figures.

Where pupils' progress is significantly below age-related expectations, despite high quality teaching targeted at specific areas of difficulty, provision of SEN Support may need to be made.

Our staff work hard to ensure all children with SEN are supported regardless of level of need. We do this through a variety of ways such as 1:1 and small group intervention support. We provide support using a variety of resources depending on need. If children require intervention other than that given in the classroom setting, our teaching assistants work with small groups for bespoke intervention.

7.3 Funding

The school allocates its notional SEND budget to support pupils with additional needs. This funding is used to provide a range of support, including additional staffing, targeted interventions, specialist resources and staff training.
Where pupils have an Education, Health and Care Plan (EHCP), additional funding is allocated and used to meet the specific provision outlined in the plan.
The SENCO works closely with the Senior Leadership Team and governors to ensure that funding is used effectively to improve outcomes for pupils with SEND.

7.4 Adaptive teaching and curriculum

Staff are trained to adapt the curriculum to support pupils with a range of needs and abilities as part of our Ordinarily Available Provision. We focus on high-quality teaching, early identification of need, positive relationships and inclusive classroom practice for all pupils.

We do this by:

- Creating a positive, supportive and inclusive learning environment where every child feels valued.
- Using adaptive teaching strategies such as visual supports, scaffolding, flexible grouping and assistive technology to help all pupils access learning.
- Providing targeted interventions where additional support is needed, while ensuring pupils remain fully included in classroom learning.
- Deploying teaching assistants effectively to support independence, participation and progress.

To ensure all children can access the curriculum and have the correct support we take advice from external agencies. They may advise to adapt learning in a variety of ways such as:

- Using laptops or I pads to help children complete work
- Sensory breaks worked into the timetable
- Sensory toys to help regulation
- Using visual timetables
- 1:1 support to access activities
- Interventions supporting social skills
- Plus 1 – which is a coaching system for maths success
- Colourful semantics
- Precision teaching
- Intensive Interaction
- BSL

6.7 Resources

Across school, pupils have access to carefully chosen **concrete resources** (e.g. double-sided counters, place value counters, numicon, Base 10) to support understanding.

These resources are:

- Consistent across year groups
- Available to all pupils as **ordinary classroom provision**

8. Education Health and Care Assessment

The majority of children and young people with SEN or disabilities will have their needs met within local and mainstream early years settings. schools or colleges. Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

The purpose of the EHC plan is to make special educational provision to meet the special educational needs of the child or the young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person

- provide a full description of the child or young person's special educational needs and any health and social care needs

- establish outcomes across education, health and social care based on the child or young person's needs and aspirations

- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes (SEN Code of Practice 2015, P142

9. Preparation for Adulthood

We support pupils with SEND in developing independence and life skills appropriate to their age. This includes communication, social interaction, emotional regulation and problem-solving skills, helping to prepare them for the next stage of education and life.

The Local Authority Local Offer provides information about services available for children and young people with SEND and their families. It helps parents and carers understand what services are available and how to access support.

For more information you can look at the local offer at:
http://www.countydurhamfamilies.info/kb5/durham/fsd/localoffer.page

10. Inclusion Beyond the Classroom

Pupils with SEND are fully included in all aspects of school life, including trips, clubs and extra-curricular activities. Reasonable adjustments are made to ensure equal access.

Evaluating the effectiveness of SEN provision:

Here at St. Cuthbert's Catholic Primary School, we continuously ensure that provision has a positive impact on the outcomes for all pupils. We do this in a variety of ways including

- Book scrutinies
- Termly SENCO/SLT/Governor meetings.
- Learning walks
- Monitoring of interventions.

Outcomes and progress:

We track the progress of pupils with SEND termly using a range of assessment tools. This ensures that pupils with SEND make good progress from their starting points and achieve well. This includes:

- Teacher assessments
- Standardised assessments (where appropriate)
- Intervention tracking – start points and end points

Progress is reviewed against individual starting points and outcomes outlined in SEN Support Plans or EHCPs. Where progress is not sufficient, provision is adjusted promptly following review meetings. The SENCO analyses SEND data across the school to identify trends, strengths and areas for development, and reports to the Senior Leadership Team and Governing Body.

11. Support for Emotional and Social Development

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum to support this development. However, some children find these aspects of development more difficult than others and need further support.

Mrs Donnelly, one of our HLTAs is our Emotional Wellbeing Coordinator and she oversees the arrangements for supporting children and young people with their social and emotional development. Support is given through a variety of interventions. These may be as part of a whole class, small group intervention or 1:1.

- Listening Matters (Connecting With Children) - a talking intervention based on the person centered approach. Delivered on a 1:1 basis by a trained practitioner. This intervention can be done on children of any age. It can be done with SEND children, although it is not recommended for children with ASD.

- Lego Therapy - a social development programme usually performed in a small group and supervised by a trained member of staff. It has been used successfully in our school with children on the Autistic Spectrum but can be used with children of all needs and ages.

- Drawing For Talking - An intervention done on a 1:1 basis with a trained member of staff. The purpose is for children to explore their worries and anxieties through drawing and carefully posed questioning.

12. Measures to Prevent Bullying

- St Cuthbert's is an anti-bullying school. We have taken part in the All Together Programme run by the Anti-Bullying Alliance and achieved the Gold Award.

- Our anti-bullying policy is updated regularly and is linked to the SEND policy.
- Older children are trained as Anti-bullying ambassadors and this training includes recognising how and when children with SEND may be vulnerable.
- Children are made aware of bullying during Anti-Bullying Week, activities, assemblies and competitions that happen throughout the year. All children are given information on how to recognise and report bullying.
-

If you would like any more information about support for Social and Emotional Development, please get in touch with Mrs Donnelly.

13. Transition

Children and young people with SEN can be particularly anxious about starting school or moving on to a new class. To reduce anxieties and ensure consistency of support:

Our transition process starts in Reception class. In the summer term, Mrs Wilkinson our Reception class teacher visits children in nursery. Parents are invited in to Reception with their child where the children can stay and play. Mrs Wilkinson also meets with parents to gather information about their child to ensure transition from Nursery to Reception is as seamless as possible.

Moving from Reception to KS 1 and from KS1 to KS2 can be a little daunting. We make this easier by having transition visits in the summer term. The children visit their new class and stay for the afternoon. If a child has additional needs, they may need extra transition visits. Staff from each class work closely together to enable smooth transitions.
If children are still feeling a little anxious, we send home transition booklets. These have pictures of the child's new teacher, TA, class etc. It explains a little more about what can be expected when the child moves from one class to another. We have found that this is a really useful tool for children and parents to refer to during the holidays.

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. Children with SEN are offered extra transition visits to the secondary school and these can be done with our staff if needed. Meetings with the current class teacher, SENCO and the SENCO from the secondary school are planned so information can be shared to ensure a smooth transition.

If you would like to discuss your SEND needs regarding transition please do not hesitate to get in touch.

14. Agencies and Partnerships

To support children with SEND we work closely with a range of agencies including:

- Communication and interaction Team
- Cognition and Learning
- EWEL
- Child and adolescent mental health services (CAMHS)
- Durham Movement Difficulties
- Health Agencies
- Looked After Children
- Medical Practitioners
- One Point Children's Service
- Social Care and Health
- Specialist Therapists – Occupational Therapy & Physiotherapy
- Sensory – Hearing and Vision Support
- Speech and Language Therapy
- Educational Psychologist
- Education welfare officers

15. Staff expertise and training

All staff receive high-quality, ongoing professional development to ensure they have the knowledge and skills required to meet the needs of pupils with SEND. Training is carefully planned in response to the identified needs of pupils in school and is aligned with the school development plan.

Teachers and support staff are supported to adapt their practice effectively so that pupils with SEND can access learning, develop independence and make good progress.

The SENCO attends regular local authority and Trust network meetings to remain up to date with current guidance and best practice. This knowledge is then shared with staff to continually develop provision across the school.

16. Compliments, Complaints and Feedback

Should you be happy with the provision your child receives, please let the school staff know. It is nice to know that we are making children and parents/carers happy with support we provide!

If you are unhappy, please speak to Mrs Lambert (SENCO), Mrs Noble (Head Teacher) or Mrs Parlett (Deputy Head Teacher) as soon as a problem arises and we will do our best to rectify the problem, in partnership with you and your child. There is also a copy of our school's complaints procedure on our school website should you feel you require it.
If concerns cannot be resolved informally, parents/carers may follow the formal complaints procedure, available on the school website.