St Cuthbert's Church of England Primary School SEND Information Report 2025 - 2026

What kinds of SEND can St Cuthbert's provide for

At St Cuthbert's C of E School our vision is that we strive to be the best for today, for tomorrow, for ourselves, for each other, the wider world and for God. We nurture an understanding that we are all of equal value and infinite worth. We believe that all children are special and all children are individuals. St Cuthbert's is a one form entry school with 185 children on roll. There are 9 children with EHCPs (4.9%) and 23.8% of our pupils are on the SEN Register.
Our Teachers provide Quality First Teaching to ensure all classrooms are inclusive and all children's needs are met. Our Teaching Assistants work closely with Class Teachers to provide good learning opportunities to nurture and develop all aspects of our children's development. All our children with additional needs make good progress.

As stated in the SEND Code of Practice, St Cuthbert's offers support in the following areas:

- Cognition and Learning Difficulties
- Speech, Language and Communication Disorders
- Physical Disabilities
- Autistic Spectrum Disorder
- Social/Emotional/Mental Health Difficulties
- Visual Impairment
- Hearing Impairment
- Other Disabilities

How we identify individual special educational learning needs

- Prior to children starting EYFS, our Early Years team and SENDCO will make pre-school visits to meet the pupil and the people who already know them. This information will then be shared with SLT to discuss their potential SEND needs within our school setting.
- If you tell us, you think your child has SEND we will discuss this with you and possibly carry out some assessments with your child. We will share what we discover with you and agree with you what the next steps are and what you can do to help your child.
- If our staff think that your child has an additional need, this may be because they are not making the same progress as other pupils; for example they may not be able to follow instructions or answer questions. Class staff and the SENDCo will observe them; we will assess them using in-school assessments to pinpoint what is causing them difficulty (i.e. what is happening and why).

Our school assessments include:
British Picture Vocabulary Scale, ROSCO, Physical Development baseline motor skills, Goodenough Draw a Man, Salford sentence reading, Dyslexia Screener, Visual Perception, Ravens, Wellcomm, Sandwell, Boxall.
These assessments and screeners enable us to unpick a child's difficulties and ensure that we plan the appropriate strategies, targets and interventions necessary, to ensure each child continues to make progress with their education. School will, where necessary, request the support of professionals for further diagnostic information for individual children.

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Where a pupil is identified as having a Special Educational Need or Disability, their needs will be categorised as per the SEND Code of Practice 0 – 25 (2014) These will be used to identify the appropriate action to be taken by the school, rather than to label the child. The needs of the whole child will be used to determine additional provision.

We recognise that some pupil's progress and attainment is affected by factors other than a Special Educational Need.
For example:

- their attendance and punctuality
- their health and welfare, plus experience of trauma
- having English as an Additional Language
- being in receipt of the Pupil Premium Grant
- being a Looked After Child
- being a child of a serviceman/woman

Children who are impacted by these factors will be identified by families, staff and/or other professionals such as the Well-being Officer. They will be supported at the appropriate level educationally and emotionally, and/or through Early Help.

How we involve pupils and their parents/carers in identifying SEND and planning to meet them

Parents are viewed as partners in their child's education and are kept fully informed about this. They will be informed of any changes in their child's progress, behaviour or educational provision within the school. School operates an open door policy where parents are encouraged to request the opportunity for informal discussion or an organised meeting at a convenient time. Initial conversations will be had with the class teacher but can include the SENDCo and other professionals who work with the children.
Parents have the right to access records relating to their own child and any school documentation they may feel appropriate.

- When we assess children with SEND, we identify if understanding and behaviour are the same at school and home; we take this into account and work with parents so that we are all helping the child in the same way, to help them to make progress and flourish.
- We identify targets, encouraging pupils and parents/carers to be involved in the process. Targets are updated regularly throughout the year, following feedback from staff, parents and children. Targets will be around educational need but where behaviour, emotional well-being or mental health are a factor in attainment and achievement, targets may be identified in these areas also. They will be personal to the child's needs.
- We will provide advice on further activities and resources that can be used to support children at home, as well as homework where necessary to repeat and practice activities that are new and present an achievable challenge for the individual pupil.
- We will provide advice around outside agencies that can support the family out of school.
- The children's voice is central to all our steps of support. Those who have an Educational Health Care Plan, an Individual Education Plan, LAC or are supported through Early Help, will have their views, thoughts and feelings recorded at each review step.
- Children who are at the early stages of the Assess, Plan, Do, Review cycle of support will also have their views gained in order to create meaningful and individualised targets and provisions.

- Parents are always invited to EHCP annual review meetings and IEPs are shared so that parents can be involved with them.
- The school will seek to engage the services of a translator if necessary or where requested by parents, to ensure partnership in developing strategies to help an individual student.
- We hold parent's evenings twice a year. Class staff regularly share progress and achievements via Class Dojo to celebrate and update parents/carers.
- We have an open door policy and parents are welcomed to meet with the SENDCO to discuss their child.

How we adapt the curriculum so that we meet SEN

At St Cuthbert's we understand that all children learn and develop in different ways and styles, that outstanding, quality first teaching is vital for ALL children. This means that a range of teaching and learning styles, resources and adaptations are used and that appropriate, adapted learning objectives are set for all children with a curriculum matched to their needs.

The majority of children in our school will receive support through good Quality First Teaching in the classroom. However, we are mindful that some children, at some time in their school life, may need extra help and support in a variety of different ways. If staff feel that a child's needs cannot be met through Quality First Teaching alone, then additional support or intervention may be put into place to compliment the curriculum and enhance access.

This is monitored regularly and adjusted as necessary. Each learner identified as having SEND is entitled to support that is 'additional to or different from' the adaptive curriculum. The type of support is dependent on the individual learning needs and is intended to enable access to learning and overcome the barrier to learning identified. The waves of intervention model describe how different levels of intervention can be used to facilitate learning.

Wave 1 - Quality First Teaching- This is about what should be on offer for all children: the effective inclusion of all pupils in high-quality everyday personalised teaching.

This could include:

- Differentiated and adapted work to meet pupils' needs
- High expectations which inspire, motivate and challenge pupils
- Good subject and curriculum knowledge
- Well-structured lessons
- Adapting teaching to respond to the strengths and needs of all pupils
- Behaviour managed effectively to ensure a positive and safe learning environment which promotes progress
- Deploying support staff effectively to meet the needs of the children
- Use of visuals, concrete resources and movement breaks to support learning in every classroom

Wave 2 - Interventions- Where children need additional support they may be given some Wave 2 intervention to help them 'Catch Up' with their peers or prevent a gap from appearing or increasing. These are often targeted in a group of pupils with similar needs. These are monitored for each class as well as individually for children with SEND using the SEND support plans.

Wave 2 interventions to 'catch up' take place within the classroom, where possible. Some specific interventions may need to take place outside the classroom.

Interventions include:

- Handwriting interventions as a small group

- Phonics catch up groups
- Social skills or nurture groups
- Motor skills groups
- Speech & Language groups including pre-teach vocabulary
- Maths intervention eg pre-learning activities surrounding vocabulary or strategies to apply in lessons
- Reading comprehension/inference small group interventions
- 1:1 Reading
- Precision teaching
- Targeted spelling interventions in a small group
- Sentence structure/ grammar targeted small group support
- Targeted Maths Interventions.

Wave 3 interventions

If pupils continue to make insufficient progress, despite high-quality teaching targeted at their areas of need, the class teacher, with support from the SENDCo, should assess whether a pupil has a specific learning difficulty, which may require highly- tailored interventions. Provision at this level may include specialist or individualised provision. There will be an adjustment to learning objectives and teaching styles, and/or individual support. It aims to reduce gaps in attainment and facilitate greater access to Waves One or Two. It may be identified that advice is needed from an external agency such as the SEND Support Service.

How we modify teaching approaches including our plans for developing and enhancing SEN provision in our school include ...

All our staff continue to receive training which enables us to be able to adapt to a range of SEND, which has included: Dyslexia, working memory, Autistic spectrum disorder (ASD), Word finding and processing, Social emotional and mental health (SEMH), sensory seeking, physical development difficulties, safer handling, attachment difficulties, Emotion Coaching, Inclusive Teaching, Attention Deficit Hyperactive Disorder (ADHD), Neurodiversity.

We use a number of approaches to teaching such as: small groups, 1:1 support, intervention programmes and external services coming into classes to advise and support.

Enhancing SEND provision – School has a sensory room, which can be used by all children across school. There is a dedicated room for ELSA and Nurture Trained staff to deliver 1:1 and small group sessions to those children identified as needing this support across all year groups. The SENDCo directs staff to relevant training and courses to meet the range of SEND within school. An SEN audit has been completed in order to identify areas of strength and next steps to continue the highly effective SEND provisions across school. There is a continued focus on narrowing the gap between pupils with an area of SEND and those with no identified SEND, in all core subjects. These children are a focus of pupil progress meetings.

How we assess pupil progress towards the outcomes we have targeted for pupils. How we review this progress so that pupils stay on track to make at least good progress. (including how we involve pupils and their parents/carers) How we evaluate the effectiveness of the provision

We use National Curriculum outcomes and track progress on the Sonar tracking system. For EYFS outcomes, the Developmental Journal is used and PIVATS is used for children working below National curriculum levels, to assess progress in smaller steps.

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If there are children working below PIVATS level 4, staff will use the Engagement Model to support children who are not yet engaged in subject specific learning. A bespoke curriculum; Cherry Garden, will be used to assess the children, plan a curriculum that is on the same flight path as their peers, but at the level the child is working at.

- We regularly use staff meetings to allow all teachers to assess an anonymous piece of work to check our judgements are correct (moderating)
- We check how well a pupil understands and makes progress in lessons through Teacher, self and peer evaluation.
- Our senior leadership team check the progress of pupils every term, (more often if progress is a concern) and we discuss and plan what we are doing to make sure all pupils make good progress.
- The SENDCo will carry out learning walks and class observations specifically for the SEND children to identify areas that may need to be modified to better meet needs.
- For pupils with SEND, teachers and SENDCo discuss progress with parents every term or more often if needed.
- Individual targets identified by children/parents/staff are reviewed and updated.
- Baseline assessments will be taken at the start of an intervention, year, term and at the completion of the intervention/term/year to measure progress.
- Throughout the year there will be three formal assessment points to ensure that all children are continuing to make progress. Meetings will then take place to evaluate progress, review targets and identify any extra support needed.
- Those identified as SEND may undertake individual assessments linked to their area of need.
- All pupils are tracked from reception through to year 6 based using both formative and summative assessment.

Our SEND provision is monitored regularly with the SENDCo and teams working with our SEND learners meet frequently so that we can ensure that we are meeting the needs of our SEND pupils in the most effective way possible using the resources available.
The Governor with a special interest in special educational needs will meet with the SENDCo annually. The SENDCo reports termly to the Governors regarding the outcomes of provision for children with special educational needs. The Governors will oversee this process.

When considering how successful our policy is, we will consider:

- Movement of pupils on/off the SEND register.
- The identification and assessment of SEND i.e. early identification – /Performance Indicators for Valued Assessment and Targeted Learning Support/ Baseline results.
- Pupil success in the National Curriculum, SATs and achieving targets. Comparative data from annual standardised tests in KS2.
- Effectiveness of documentation.
- Complaints.
- SENDCo monitoring of progress through highlighted tracking of pupils with SEND and disabilities.
- SENDCo observations of whole class/ group/ individual teaching.
- Pupil and Parental views.
- Adviser views – monitoring visits.
- SEND officer / Educational Psychology service.

- Speech and Language Service
- Targets are reviewed throughout the term

What equipment or resources we use to give extra support/adapt the curriculum and learning environment. The facilities provided to assist access to the school by disabled pupils

Across our learning environments we use:

- Visuals to support timetabling, task instructions, organisation and behaviour expectations.
- Alternative methods and supportive methods of communication such as Makaton and PECs.
- IPads, Tin lids, touch screens and laptops.
- Online resources such as LBQ.
- Work stations and quiet work areas.
- Sensory room.
- Two calm rooms plus quiet areas in classes where needed.
- Zones of regulations, visuals, displays and language.
- Outdoor learning area.
- Table wedges, fidgits, pen grips, visual overlays, timers.
- Specialist seating and adaptations to seats.
- Sensory equipment.
- Nurture room for ELSA work.
- Ramp into school and to the playground.
- Two accessible toilets. Accessible washroom with shower and height adjustable bed.

Our SENDCo is an experienced teacher with QTS and has completed the National SENCo award. The SENDCo is responsible for, reporting to Governors and for co-ordinating SEND provision across the school, from Reception to Year 6.
The needs of the pupil will be taken into account when considering timetabling arrangements and adaptations to the environment in order to ensure full access to the curriculum is available. Future improvements to the school building and facilities are detailed in the School Development Plan and Accessibility Plan

How we safeguard our SEND children and support social and emotional wellbeing and prevent bullying and enable pupil voice

Any child may benefit from early help, but all school staff are particularly alert to the potential need for early help for a child who is disabled, has specific additional needs and/or special educational needs (whether or not they have a statutory Education, Health and Care Plan) as children with SEND can face additional safeguarding challenges.
Governing bodies and proprietors ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children.
These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- being more prone to peer group isolation than other children

- the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers.

All at St Cuthbert's follow the school safeguarding policy should any safeguarding concerns arise.

We are a distinctively Christian school with a wholly inclusive ethos. Our motto, "Learning to Love, Loving to Learn In the family of Christ", defines who we are. Within school, children are taught about bullying, friendships and staying safe, through a combination of age appropriate PSHE lessons, circle time and daily worship.

Our SENDCo, Well-Being Coordinator and other supporting staff are available to work with children and families who have emotional/mental health needs that require support. The SENDCo and Well-Being Coordinator have access to regular consultation sessions with the Primary Mental Health Team linked to ELCAS to unpick the needs of specific individuals. From these consultations recommendations are provided and referrals can be made to a variety of agencies. Children are initially identified following concerns raised by staff and parents.

In school intervention/support for children will be decided according to the needs of the individual children/families. We have three ELSA trained members of staff and two Mental Health First Aiders in school. Blackburn with Darwen staff support with supervision and coaching and work closely with staff and other schools to share resources and interventions to meet the well-being needs of both our learners and staff across school. Within school there is an active school council and Worship group which meet regularly. All pupils are invited to contribute to these meetings, to reflect upon their daily life in school, to identify what they like/dislike, to raise suggestions of what they may wish to change and to raise concerns they may have. The school council aims to be a positive forum that provides an opportunity for all children to be heard. It enables the leadership of the school to listen to children's knowledge and opinions and aid communication throughout the school.

The school council builds up children's confidence and esteem, encourages them to be active citizens and provides the children with a democratic model.

We have a team of staff trained to be a Designated Safeguarding Lead/Deputy Safeguarding Leads to deal with issues of child protection and safe guarding.

School frequently sign post parents/ carers and children to specialist services for social, emotional and behavioural development, welfare support and other services in our local community. All children are encouraged to tell someone if they feel there are any issues, not just impacting on them but on their peers, there is a worry box in each classroom. The school's anti-bullying and behaviour policies are available on the website.

What extra support we bring in to help us meet SEN: Specialist services, external expertise and how we work together collaboratively

Staff work closely with other agencies to focus on the identification and provision for those children who have a special educational need. Liaison takes place with the following agencies:

- Educational Psychological Service
- NHS Speech Therapists
- Educational Welfare Officer
- Occupational therapists
- Physiotherapist
- SEND Support Services Advisory Teachers
- School Nursing Team

- Paediatricians
- SENDIAss
- Mental Health Practitioners
- SEND officer and SEND Team
- Family Support Workers

- Children's Services
- Virtual Schools for Children in Our Care
- Services are brought together to support families through the CAF process.

These professionals also provide reports, assessments and staff training in order to up skill staff and feedback to review processes.

Extra-curricular activities available for pupils with SEN

All our children with SEND play a full role in all school activities as far as is appropriate. All activities within and outside school are covered by risk assessment. Additional risk assessments are carried out for specific children with advice from appropriate agencies depending on their needs. All reasonable adjustments are made to ensure that children with SEND are able to access all activities safely. Before and after school care is available to all children at a cost to parents, including those with SEND. This service is separate from school although on site, see http://safehandschildcare.co.uk/ for more information. The staff providing this facility work closely with class teachers, SENDCo and the Senior Leadership Team to best meet the needs and fully include children with SEND.
Each term there are a range of after school clubs available to all children at St Cuthbert's. These vary each term. Staff will evaluate group sizing and other reasonable adjustments in order for children with SEND to access as independently as possible. We encourage pupils to support each other in work and play, to build on different strengths and talents and to encourage all children to reach their educational potential.

Arrangements for admission of SEND/disabled persons as pupils at the school/kinds of SEN provided for

Pupils with all kinds of SEND will be admitted in line with the school's admissions' policy. The school is aware of the statutory requirements of the SEND Disability Act and Equality Act 2010. We will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. See admissions policy for more details.
Once you have named our school as one of your preferred choices in your child's plan:

- The Local Authority will send the school copies of the child's most recent EHCP which outlines the child's needs.
- The Local Authority will consult with the school to determine whether the school can meet the child's needs.
- The school will invite the family to visit the school and speak with the SENDCo. We strongly encourage this visit as it will allow us the opportunity to meet and discuss any questions and concerns you want to address. In addition, it will allow you to determine whether we are the appropriate school for your child. The process will therefore allow you to make an informed decision. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

How we support pupils in their transition into our school and when they leave us

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Before joining school, the Early Years team and the SENDCO/DSL will visit the children in their pre-school setting or at home. Any concerns that we have not already been made aware of should be shared by staff at this point. If necessary, the SENDCo will then speak to the pre-school setting and parents to make sure that any necessary resources or provision can be in place before the start of school.
In preparation for moving on to the next phase of education, the SENDCo will invite parents and their child, along with relevant staff from high school, to a review meeting during year 6 where all information and any concerns can be shared and plans made for a smooth transition including, if necessary, additional visits. The SENDCo and SENDCos from the High schools will also meet to hand over information and discuss support that has worked during the child's time at St Cuthbert's in order for a smoother transition and start to their next phase of their learning journey. Be assured that even after our children have moved onto high school we are still available to offer help, advice and support to them and their families.

How additional funding works

Schools receive funding for all pupils including those with SEND and they meet pupil's need from this (including aids and adaptations). If the cost of meeting an individual pupil's needs is significantly different to the standard amount given, an application can be made to the local authority for an EHCP asking for support in meeting the costs. Further information about an EHCP can be found on the Blackburn with Darwen Local Offer website.
https://blackburn.gov.uk/children-families-and-young-people/special-educational-needs-and-disabilities/local-offer-directory

Where pupils can get extra emotional support

The safety and well-being of all children is important to us.
Children can approach their class teacher, teaching support staff, SENDCo, Well-being Coordinator and any member of the SLT. Some children will have a named, trusted adult they know they can speak to when they feel they are needed. This may be one of our trained ELSA staff or a member of staff the pupil is being supported by, or has worked with before. There are ELSA sessions available and there is a weekly ELSA drop-in session.

Where parents/carers can get extra support

We offer an open-door policy. If parents/ carers have any concerns in the first instance they should contact the class teacher. If the concerns cannot be addressed at this level, then the SENDCo can be contacted via the school office, Dojo or the school website.
For SEND support in the local community, Parents can access Blackburn with Darwen's Local Offer website to identify other types of extra support in the local area. This website is an online resource that details services, support and guidance available to children and young people with special educational needs and disabilities (SEND) aged 0 – 25 and their families.
There are also links on our school website https://www.stcuthbertscofeprimary.co.uk/send-special-educational-needdisabilities/ That will take you to Parent partnership, SENDIASS and such other services.
Information is also regularly signposted on our Class Dojo page, parent notice board on the school playground and news page on the website.

What to do if you are not satisfied with a decision or what is happening (for parents)

The complaints procedure for SEND mirrors the school's other complaints procedures, which can be found on the school website. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENDCo and Headteacher should be brought into the discussion process. If concerns cannot be resolved at this level they should be put in writing to the SEND Governor. Advice for parents can be sought from the Local Authority, the Local Offer.

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School Policies linked to SEND Information Report
• SEND policy • Teaching and Learning Policy • Marking and Feedback Policy • Equal Opportunities Policy • Admissions Policy • Accessibility plan • Behaviour policy • Safeguarding policy • Administration of medicine and Supporting Pupils with Medical Conditions policy Legislative Acts taken into account when compiling this report include: • SEND Code of Practice • Keeping Children Safe in Education • Children & Families Act 2014 • Equality Act 2010 • Mental Capacity Act 2005